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ABSTRACT

Presented is the pre-kindergarten prescriptive teaching program for learning disabled children including inventories and six instructional components: language arts, mathematics, science, health, motor skill development, and social experiences. Components consist of sequenced skills (identified as essential by kindergarten and first grade teachers) and learning packages, each consisting of behavioral objectives, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The program also includes a screening test and language and math inventories intended to help the teacher assess each child's functioning at the beginning of the school year. Included in the general curriculum guide are a curriculum description and, instructions for testing and record keeping, and various forms such as inventory score sheets, daily lesson plans, and a pre-kindergarten progress report. Each instructional component is preceded by a listing of skills followed by the complete learning packages. Examples of skills included are the ability to follow simple directions (social), the ability to walk backwards (motor skills), awareness of germs and their effects (health), the ability to classify objects (science), the ability to discriminate sizes (math), and the ability to label colors (language arts). (DB)

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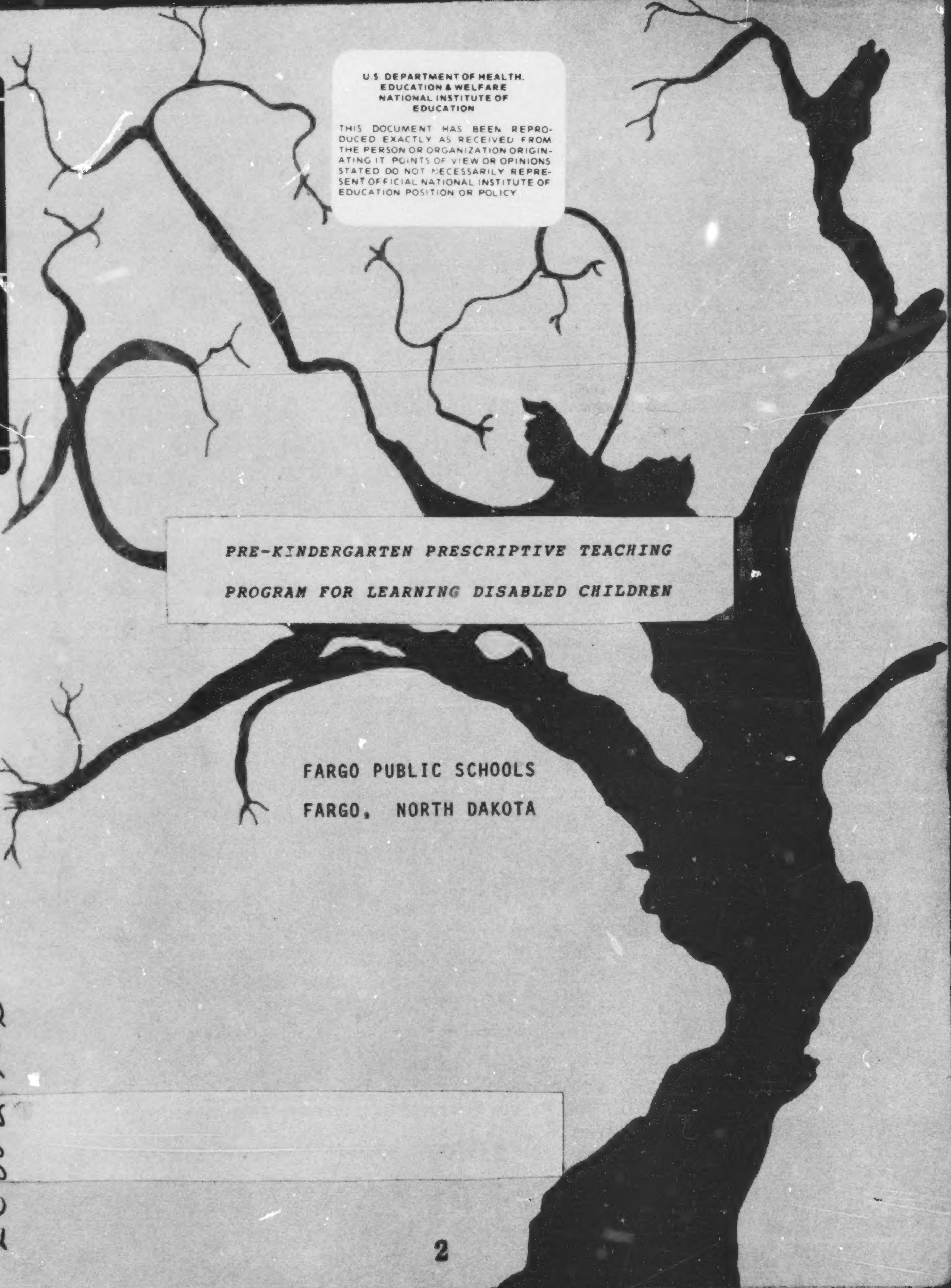
PRE-KINDERGARTEN PRESCRIPTIVE TEACHING PROGRAM FOR LEARNING DISABLED CHILDREN



FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

EC 082 486

CURRICULUM GUIDE

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING

PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

INTRODUCTION

The Pre-Kindergarten Curriculum, developed by the Fargo Public Schools, is based on the premise that certain basic skills are more important than others. The presupposition is that each child in the program needs to master a significant number of these skills before entering kindergarten. Inherent in this curriculum is a secondary assumption that the child's self-image will be enhanced as he attains skill mastery in a non-threatening, supportive environment. Consequently, there is a definite cognitive, as opposed to affective, emphasis in the project developed materials.

CURRICULUM DEVELOPMENT AND REFINEMENT

The development of the Pre-Kindergarten Curriculum has taken place over the past four years. Originally, kindergarten and first grade teachers in the Fargo Public Schools were asked to list those skills that they felt their pupils should possess prior to entering the classroom. The skills they identified have been considered prerequisites for success in kindergarten and first grade, and have been sequenced in six instructional components. These are:

Language Arts
Mathematics
Science
Health
Motor Skill Development
Social Experiences

At least one "Learning Package" has been developed for each skill appearing in the six instructional components. Each "Learning Package" consists of a behavioral objective, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The utilization of these "Learning Packages" is a way of organizing and monitoring the instructional process.

Special inventories have also been developed. The Language Arts and Math Inventories are samplings of key "Learning Packages" within the language arts and math curriculums. These Inventories are administered to each child individually after a 2-3 week adjustment period. A child's performance on these Inventories aids the teacher in assessing what types of instructional experiences to provide at the beginning of the school year.

Several workshops have been held to develop and refine the project materials. The first was a five-day workshop conducted by the project director for the teachers and the speech pathologist. Participants were taught to sequence basic skills, write behavioral objectives, develop individualized "Learning Packages," and prepare diagnostic tests based on curriculum materials.

A second workshop was held during the summer of 1971. The objective of this workshop was to develop the sequenced skill lists and "Learning

Packages" for two of the six instructional components. Persons from local colleges with knowledge of the specific subject areas being reviewed were present at many of the sessions. The project staff spent several weeks preparing sequenced skill lists and writing appropriate "Learning Packages."

During the 1971-72 school year, the project staff met each week to review the quality and appropriateness of the "Learning Packages" in use. Revisions were made where necessary. The staff also began to develop the sequenced skill lists and "Learning Packages" for the other instructional components.

Curriculum development and refinement continued during summer workshops in 1972 and 1973 and also in weekly sessions during the 1972-73 and 1973-74 school years. Many of the "Learning Packages" were modified to better meet the needs of pupils and teachers. Only minor refinements have been made during the 1974-75 and 1975-76 school years.

USE OF "LEARNING PACKAGES"

It has not been the intent of project personnel to develop "Learning Packages" for all the skills that a four-year-old could master. The "Learning Packages" alone may not constitute a broad enough curriculum for some pupils. The teacher must not feel restricted to the skills incorporated in the curriculum materials. The instructional activities included in each "Learning Package" are intended to help stimulate the teacher's imagination, not to place limits on his teaching methods.* Enrichment or creative materials designed by the teacher to meet his pupils' individual needs should be considered an important addition to the instructional process.

The "Learning Packages" are written in such a way that the teacher can plan large group, small group, or individualized instruction, depending on the needs of his pupils. It is recommended that the teacher follow the sequential skills lists where possible to insure that prerequisites are fulfilled. The experienced teacher will recognize that some skills are more important to sequence than others and should feel free to make his own decision concerning the best order of presentation. The teacher is encouraged to organize materials in such a way that each child can have a well-rounded and meaningful educational experience.

It may be helpful to view the "Learning Packages" as guidelines of things to accomplish in each of the six instructional components. Under ideal circumstances, each pupil should master all of the skills appearing in the curriculum. Realistically, however, each pupil will move at his own pace in skill development. Not all pupils will master all of the skills taught. The teacher should attempt to cover as much material as possible, but should not put undue pressure on his pupils. Individual differences should be taken into account in the planning, teaching, and evaluation phases of the program.

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*Masculine pronouns are used throughout this curriculum guide in the conventional manner. This usage does not connote any sex bias.

Time is a vital factor in the instructional process. Several individuals and groups will be functioning simultaneously in the classroom if the "Learning Packages" are being properly used. Careful planning on the part of the teacher will enhance the program. The teacher should make every effort to involve paraprofessional aides, student teachers, older children, and others in the classroom on a regular basis. The project children should receive as much individual attention to their learning needs as possible.

USE OF MATH AND LANGUAGE ARTS INVENTORIES

The primary emphasis in the Pre-Kindergarten Curriculum has been on the instructional components of Language Arts and Mathematics. The "Learning Packages" developed for these curricular areas are more likely to be covered in their entirety than are the others. The teacher begins teaching language arts and mathematics skills at the first of the year and then gradually introduces motor skills during the winter months. By spring, the class is ready for a concentrated study of science, health, and social skills.

The Language Arts and Math Inventories were developed to aid the teacher in assessing what types of instructional experiences to provide at the begining of the school year. Without these Inventories, the teacher has no way of knowing what skills each child needs to master. He has no idea of which "Learning Package" to introduce to individual pupils or to the class as a whole.

The Language Arts and Math Inventories should not be administered until the child has had a chance to acclimate himself to the classroom. The teacher should administer these Inventories to each child individually. It is not necessary to remove the child from the classroom for this assessment. A quiet corner, with a screen for privacy, is an appropriate setting. The Inventories should not be presented as a test, but rather as a typical classroom activity. Most children enjoy the personal attention and reinforcement given by the teacher at assessment time.

The Inventories each require approximately 10-15 minutes to administer. An answer sheet, developed by the project staff, helps to facilitate scoring.

Inventories have not been developed for the remaining instructional components (motor skills, science, health, or social experiences) for two reasons: first, by the time the teacher begins concentrated instruction in these areas, he should know the level of skill development of the pupils. Second, since there are fewer skills covered in these areas, the teacher can rely upon the pre- and post-tests in each "Learning Package" to assess each child's degree of skill mastery.

USE OF PRE- AND POST-TESTS

The pre- and post-tests included in each "Learning Package" are best used for planning and grouping purposes. The tests are "diagnostic" only in relation to the previously developed curriculum. The tests assess degree of skill mastery only; no diagnostic profile is provided. However, the teacher can use a child's pattern of performance on these tests as an indication of the need for an intensive diagnostic work-up in some particular area.

Pre-testing from a specific "Learning Package" is typically done about one week prior to planned instructional experiences. If the child passes the pre-test, he is not exposed to that "Learning Package" since he has already developed the skills. If the child fails the pre-test, he is provided with instructional experiences designed to teach him the skills he lacks.

It is recommended that an item analysis be done on some of the pre-tests. Recording each child's degree of skill mastery can aid the teacher in grouping the pupils appropriately. For example, one child may be able to count only to three, while another can count to seven. Both children fail the pre-test, but the first child probably needs more instructional experiences than the second. The teacher may choose not to place these two children in the same group since their needs are somewhat different.

After the teacher has provided instructional experiences to the children failing the pre-test, he must administer the post-test. If the child passes, the teacher can assume that the child is ready to move ahead to a more challenging "Learning Package."

If the child has mastered some, but not all of the skills in a given "Learning Package," the teacher must provide additional help. Such a child needs more reinforcement in the form of personal attention and different materials. The teacher should plan some new instructional experiences, implement them, and work toward the goal of re-testing in 2-3 weeks.

If the child has completely failed the post-test, the teacher can consider a number of options. First, it may be best to return to an earlier package for awhile. The child may need exposure to less demanding material for a few weeks. Second, it may be best not to concentrate attention on this skill and/or curricular area at all. The child may do better in another area for a few weeks. Third, if mastery of the particular package is a prerequisite to other important skills, it may be best to make a concentrated, ongoing effort to teach the skill. The child will need exposure to different materials and instructional experiences. Fourth, it may be best to contact the parents to work out a program involving their support and aid.

The pre- and post-tests are competency based evaluations of a child's skill development. They are used throughout the year for assessment purposes. The teacher must be the judge of when his pupils are ready to be tested. It is nonproductive to test any child before he is capable of benefiting from planned instructional experiences. Every effort should be made to see that each child feels as successful as possible at assessment time.

A testing kit has been developed by the project staff. It consists of one folder for each post-test found in the Pre-Kindergarten Curriculum. Typed instructions for administering the post-test are taped to the outside of the folder. Laminated materials needed for testing are placed inside. (Larger materials that do not fit in folders must be stored elsewhere). All folders fit in a box measuring approximately 13" x 10" x 10". This kit can easily be duplicated by those planning to use the Pre-Kindergarten Curriculum.

RECORD KEEPING

Extensive records should be kept on each child in order to monitor his progress in skill development. Forms have been developed for this purpose. It is important for the teacher to have complete knowledge of the child's abilities so that appropriate instructional experiences can be provided.

Making note of a child's degree of skill mastery is most helpful at parent conferences. It is recommended that the teacher talk with parents at least three times per year about their child's progress and needs. Parents appreciate receiving specific information. The teacher who uses the Pre-Kindergarten Curriculum correctly has no problem with accountability.

Please refer to the Appendices for samples of project-developed record keeping forms.

APPENDICES

A: SCORE SHEET FOR MATH AND LANGUAGE ARTS INVENTORIES

B: LANGUAGE ARTS RECORD FORM

C: LABELING ANIMALS RECORD FORM

D: COUNTING TO TEN RECORD FORM

E: DAILY LESSON PLAN

F: PRE-KINDERGARTEN PROGRESS REPORT

Appendix A

SCORE SHEET FOR MATH AND LANGUAGE ARTS INVENTORIES

NAME____ DATE______________________________

MATH

Equivalent Sets
1. (MA 045) ___(2) a___ b___

Number Recognition Without Counting
2. (MA 035) ___(3) a___ b___ c___

Least
3. (MA 050) ___(3) a___ b___ c___

Most
4. (MA 050) ___(3) a___ b___ c___

Half
5. (MA 060) ___(3) a___ b___ c___

Count 10
6. (MA 075) ___

Adding
7. (MA 080) ___(2) a___ b___

Subtracting
8. (MA 080) ___(2) a___ b___

Money Identification
9. (MA 070) ___(3) a___ b___ c___
d___

LANGUAGE ARTS

Animals
1. (LA 060) ___
2. (Recep.) ___
3. (LA 021) ___ ------------------------------------ ___ (MA 005)

Geometric Shapes
4. (Expres) ___ ------------------------------------ ___ (MA 055)
5. (Recep.) ___ ------------------------------------ ___
6. (LA 022) ___ ------------------------------------ ___ (MA 010)

Size
7. (Expres) ___ ------------------------------------ ___
8. (LA 025) ___ ------------------------------------ ___ (MA 020)
9. (LA 023) ___ ------------------------------------ ___ (MA 015)

Color
10. (LA 080) ___
11. (Recep.) ___
12. (Match) ___

Visual Memory
13. (LA 040 &
(LA 035) ___(2) a___ b___

Auditory Memory
14. (LA 050) ___(2) a___ b___

Tactile
15. (LA 010) ___

Rhyming Sounds
16. (LA 121) ___(3) a___ b___ c___

Transportation Vehicles
17. (LA 065) ___
18. (Recep.) ___

Community Helpers
19. (LA 085) ___
20. (Recep.) ___

Objects by Use
21. (LA 090) ___(2) a___ b___

Classification
22. (LA 091) ___(2) a___ b___ c___ -------------------- ___(MA 025)

Alike and Different
23. (LA 095) ___(3) a___ b___ c___

Spatial Position
24. (LA 100) ___(8) a___ b___ c___ -------------------- ___ (MA 065)
d___ e___ f___
g___ h___ i___ j___

Auditory Association
25. (LA 115) ___(3) a___ b___ c___

Visual Sequencing
26. (LA 175) ___

Logical Conclusions
27. (LA 170) ___

L.A. TOTAL SCORE ___

MATH TOTAL SCORE ___

Appendix B

LANGUAGE ARTS RECORD FORM

	Audio-Visual Stimuli	Respond Verbally	Discrim. Tactile-Kinn. Stimuli		Discrim. Sounds	Shapes		Sizes		Smells	Visual Memory Skills			Auditory Memory Skills	
NAME	005.00	006.00	010.00	015.00	020.00	021.00	022.00	023.00	025.00	030.00	035.00	040.00	045.00	050.00	055.00

	LABEL:														
	Animals	Trans portation Vehicles	Smells	Tastes	Colors	Community Helpers	Identify Use of Objects	Classify	Likenesses Differences	Spatial Positions	Tactile-Kinn. Assoc.	Visual Assoc.	Auditory Assoc.	Multi-Sensory Assoc.	
NAME	060.00	065.00	070.00	075.00	080.00	085.00	090.00	091.00	095.00	100.00	105.00	110.00	115.00	120.00	

	Identify Rhyming Sounds	Communicate Manual Expression	Increase Vocab Skills	Speak in Sentences	Use Time Related Vocab.	Stories and Events in Sequence			Recall & Relate Events of Story	Logical Conclusion to Unfinished Story	Visually Conceptulize Proper Sequence of Story
NAME	121.00	125.00	130.00	135.00	140.00	145.00	150.00	155.00	160.00	170.00	175.00

Appendix C

LABELING ANIMALS (LA 060.00) RECORD FORM

NAME	COW	LION	ELEPHANT	DOG	CHICKEN	HORSE	GIRAFFE	BEAR	RABBIT	TIGER	Notes:

Appendix D

COUNTING TO TEN (MA 075.00) RECORD FORM

NAME	1	2	3	4	5	6	7	8	9	10	Notes:

Appendix E

DAILY LESSON PLAN

DAY________________ DATE________________ TEACHER________________

SUBJECT	PLANNED ACTIVITIES AND MATERIALS
Arrival Time	
Language Development	
Student Selected Activities and Individualized Instruction	
Bathroom, Snack and Rest	
Fine Motor Skills	
Music, Art or Gross Motor Development	
Stories or Creative Drama	

Appendix F

PRE-KINDERGARTEN PROGRESS REPORT

NAME: ______________________ DOB: ______________ DATE: ______________

TEACHER: ______________________

	AREAS NEEDING IMPROVEMENT IN FALL	PROGRESS: NEEDS IMPROVEMENT (NI) OR SATISFACTORY (S)
FINE MOTOR		
1. Tie	______	______
2. Cut on line	______	______
3. Catch a ball	______	______
4. Button, zip	______	______
5. Draw square	______	______
GROSS MOTOR		
1. Walk on tip toes	______	______
2. Walk balance beam	______	______
3. Hop on one foot	______	______
4. Skip	______	______
MATH		
1. Match shapes	______	______
2. Count objects to 10	______	______
3. Label circle, square, triangle	______	______
4. Match numerals with sets (1-5)	______	______
LANGUAGE DEVELOPMENT		
1. Color concepts	______	______
2. Labeling objects (animals, vehicles, community helpers)	______	______
3. Speaks in complete sentences	______	______
4. Follows directions in group situations	______	______
5. Knows name (first and last)	______	______
6. Concept of alike and different	______	______
7. The ability to sequence a series of three pictures	______	______

SIGNIFICANT FAMILY OR MEDICAL HISTORY:

____ Refer for speech evaluation

TESTS ADMINISTERED:

____ Stanford-Binet

____ ITPA

____ Bender-Gestalt

____ Goldman-Fristoe Test of Articulation

____ Other ____

The results of these tests are available upon request from the Special Services Office in the District Office.

A record of student mastery of 150 skills in six subject areas is also available upon request.

LANGUAGE ARTS
INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING
PROGRAM FOR LEARNING DISABLED CHILDREN

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LANGUAGE ARTS SKILLS

1. The ability to attend to auditory and visual stimuli. (LA 51-005.00)
2. The ability to respond verbally. (LA 51-006.00)
3. The ability to discriminate tactile-kinesthetic stimuli. (LA 51-010.00 and LA 51-015.00)
4. The ability to discriminate sounds. (LA 51-020.00)
5. The ability to discriminate shapes. (LA 51-021.00 and LA 51-022.00)
6. The ability to discriminate sizes. (LA 51-023.00 and LA 51-025.00)
7. The ability to discriminate smells. (LA 51-030.00)
8. Visual Memory Skills. (LA 51-035.00, LA 51-040.00 and LA 51-045.00)
9. Auditory Memory Skills. (LA 51-050.00 and LA 51-055.00)
10. The ability to label animals. (LA 51-060.00)
11. The ability to label transportation vehicles. (LA 51-065.00)
12. The ability to label smells. (LA 51-070.00)
13. The ability to label tastes. (LA 51-075.00)
14. The ability to label colors. (LA 51-080.00)
15. The ability to label community helpers. (LA 51-085.00)
16. The ability to identify objects by use. (LA 51-090.00)
17. The ability to classify. (LA 51-091.00)
18. The ability to discriminate likenesses and differences. (LA 51-095.00)
19. The ability to understand and label spatial positions such as: in front of, behind, above, below, on, under, in, out, top, middle, and bottom. (LA 51-100.00)
20. Tactile-Kinesthetic Associative Skills. (LA 51-105.00)
21. Visual Association Skills. (LA 51-110.00)
22. Auditory Association Skills. (LA 51-115.00)
23. Multi-Sensory Associative Skills. (LA 51-120.00)

24. The ability to identify rhyming sounds. (LA 51-121.00)

25. The ability to relate and communicate using manual expression. (LA 51-125.00)

26. Increase vocabulary skills. (LA 51-130.00)

27. The ability to speak in sentences. (LA 51-135.00)

28. The ability to use time related vocabulary. (LA 51-140.00)

29. The ability to relate stories and events in sequence. (LA 51-145.00, LA 51-150.00 and LA 51-155.00)

30. The ability to recall and relate events in a story. (LA 51-160.00)

31. The ability to develop logical conclusions to an unfinished story. (LA 51-165.00 and LA 51-170.00)

32. The ability to visually conceptualize a proper sequence of events. (LA 51-175.00)

LEARNING PACKAGE NUMBER: LA 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Auditory Receptive Skills
The ability to attend to auditory and visual stimuli.

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to attend to auditory and visual stimuli, the child will, when presented with a multisensory stimulus attend to it visually and auditorally for 2 minutes.

SAMPLE TEST ITEMS: The teacher presents a stimulus using Invitation to Story Time books such as "The Story of Ferdinand." While showing the pictures, a record will be telling the story. Observation will be done by the teacher during the story. The child should attend to it visually and auditorally for 2 minutes.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Activities from all packages contribute to this skill.

2. POST TEST LA 51-005.03

POST TEST: LA 51-005.03 Attending to Auditory and Visual Stimuli

MATERIALS:

Peter Pan book and record from the Peter Pan series.

TESTING TECHNIQUE:

The examiner may test seven or eight students at one time, but must test at least four. The examiner will sit on a small chair and face the children who are sitting on the floor. The children should be seated twelve inches apart. The examiner plays the record and turns the pages of the book as directed by the record. (This story should not have been used in previous class instruction.)

SCORING:

The child passes if he attends through the entire story. Any one of the following behaviors will cause a child to fail:

1. Any talking other than normal response to the story.

2. Any type of playful activity with the others.

3. Failure to look at every page of the book. The child may take his eyes off the book, but he must look at least once at each page.

LEARNING PACKAGE NUMBER: LA 51-006.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Verbal Expressive Skills
Ability to respond verbally

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate the ability to verbally express himself, the child will spontaneously respond to any given stimuli at any time during the day.

SAMPLE TEST ITEMS:
1. Five minutes of observation during lunch break.
2. Five minutes of observation during free play.
3. Five minutes of observation during teacher instruction.

FRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Show and Tell: A child may hide an object and give clues about its identity.

2. Play time: Block building, doll house, etc. - creates situations for verbal expression.

3. Encourage a child to tell what his experiences have been during a day.

4. Game: The child pretends to be a leader and issues orders in the voice of a big boss.

5. Use "gimmicks" such as large paper shopping bags for various masks, dress up clothes, hats, puppets, etc. for creative play to create opportunity for verbal expression.

6. Take any interesting picture from a magazine or book and ask a child to tell what is happening in the picture.

7. Teacher can use interphone to bring out a verbal response.

8. POST TEST LA 51-006.03

POST TEST: LA 51-006.03 Ability to Respond Verbally

MATERIALS:

Clock or timing devise.

TESTING TECHNIQUE:

The entire class may be tested by two examiners. The examiner designates a testing period and times for five minutes during three periods of (1) lunch time, (2) free play and (3) teacher instruction. The two examiners observe all children to see if they speak during all three periods.

SCORING:

The child passes if he speaks in all three periods. He must speak at least one discernible word in each period.

LEARNING PACKAGE NUMBER: LA 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Perceptual Receptive Skills
Tactile-Kinesthetic Sensitivity Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to differentiate between tactile inputs, the child will touch two objects of different texture and indicate in any way that they do not feel the same. The child must discriminate without error on all post test items.

SAMPLE TEST ITEMS: Objects presented: A piece of sandpaper and a piece of smooth paper. The child must indicate if they feel the same or different.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The child will be given objects to touch with a smooth surface - ball, table top, book cover, and told to indicate if they feel the same or different.

2. Given sets of two objects for the child to touch that are different in texture:
   a) sandpaper vs. smooth sheet of paper
   b) golf ball vs. tennis ball

3. Have a board on which various shapes are placed. The shapes can be made of corduroy, velvet, sandpaper or burlap.

4. Feeling the wind in their faces and other similar activities.

5. Make a touch board attaching different types of material or texture such as: cotton, steel wool, stones, fur, etc.

6. Blindfold children. Place objects in hands and have them identify it. (Scraps of material, small objects - a toothpick, an eraser, a pen).

7. Back games - trace a shape on back - have children identify shape.

8. Have grab bag. Children identify objects within it without opening the bag.

9. Use feet to experience different textures, i.e. wood floors, carpeting, sand, grass, cement, etc.

10. Use finger paint or tempera (ivory flakes base) as foot painting base. Walk on butcher paper. Discuss feeling of washing when painting is completed.

11. Play with clay and play dough.

12. Feel salt, flour, cornstarch, ivory soap or other household items.

13. Blindfold and identify items.

14. POST TEST LA 51-010.03

POST TEST: LA 51-010.03 Tactile-Kinesthetic Sensitivity Skills

MATERIALS:

Coarse sandpaper, paper, peach, apple and sand.

TESTING TECHNIQUE:

The child is blindfolded, seated at a table, and restricted to the use of only one hand. Only one child may be tested at any one time. The examiner presents two objects - first one and then the other. Presenting objects refers to placing the objects on the table and directing the child's hand to the objects. The examiner tells the child, "Feel these two things and tell me if they are the 'same' or 'not the same'." The child may feel each object more than once. The pairs of objects that are presented are (1) sandpaper and paper, (2) peach and apple, and (3) sand and sand.

SCORING:

The child must answer all three parts correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-015.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Perceptual Receptive Skills
Tactile-Kinesthetic Sensitivity Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to differentiate between kinesthetic inputs, the child will imitate the teacher moving body parts in different positions in relation to her body. The child must imitate her without error on all post test items.

SAMPLE TEST ITEMS: Teacher standing in front of room. Asks the child to do what she is doing. Move Arms Out.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Moving one arm to: (a) above the head (b) below the knees.

2. Having one child stand in front of the room as teacher. He moves one part of his body and the other members of the class follow the same movements with their bodies (Simon Says).

3. Gross body movements:
   (a) head up - head down
   (b) legs apart - legs together

4. Ask the child to trace letters, numbers, words, or basic shapes in the air with his hand or foot.

5. Have children pretend they are giant pencils that draw simple letters, numbers, or basic shapes on the floor.

6. Have teacher model activities from Cratty's Daily Sensorimotor Skills in the Classroom, or Sensorimotor Training in the Classroom by Williams and Wimple.

7. Refer to Peabody Manual for lessons on body parts.

8. Bowmar's manual Why Didn't I Think of That.

9. POST TEST LA 51-015.03

POST TEST: LA 51-015.03 Tactile-Kinesthetic Sensitivity Skills

MATERIALS:

None

TESTING TECHNIQUE:

Two examiners may test seven students at one time. The first examiner stands with both feet together, both arms at his side, and faces the children. He makes a specified movement and says, "Do what I am doing." He does not refer to limbs or position. The procedure is repeated for: (1) extend one arm above your head, (2) put your hands on your knees, (3) move your legs apart, (4) put your head down, and (5) place both hands behind your back near waist level.

SCORING:

The child must perform all five actions correctly to pass. Correct action in each case is judged by the second examiner according to the following rules:

1. The angles at the elbow and shoulder must not deviate from a straight angle by more than 30°. There is no stipulation regarding the hands.

2. Both hands must touch (need not be held there) both knees simultaneously.

3. The child must spread his legs so that his feet are at least twelve inches apart.

4. The angle at the neck must deviate by at least 30° from a straight angle Caution: Don't be fooled by bending at the waist or knees.

5. Both hands must be hidden from the right of the examiner who faces the child.

LEARNING PACKAGE NUMBER: LA 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Associative Skills
Discrimination of Sounds

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate the acquisition of the ability to discriminate between like and unlike sounds, the child will, when presented with a variety of sounds, be able to differentiate them threeout of four of the post test items. The child will not be able to see the sound source.

SAMPLE TEST ITEMS: Are these sounds the same or not the same? (bell, buzzer)

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Bell, buzzer, stick on wood, triangle, chalk on board, clapping, footstep (teacher producing sound, child producing sound).
2. Transportation sounds: car, bus, airplane, train, motorcycle.
3. Farm animals, including a field trip.
4. Neighborhood sounds: radio, telephone, children playing, including a walk.
5. Have child watch the sound source and tell him to listen to it.
6. Have child feel vibrations from sounds. Make sounds (beat drum, footsteps).
7. Use "Sounds I Hear" set (records).
8. Developmental - Auditory - Familiar Sounds - Learning Materials.
9. Use sounds records from Peabody Kit.
10. Listen to sounds in the room and the building.
11. Use xylophone or piano to see if sounds are alike or different.
12. POST TEST LA 51-020.03

POST TEST: LA 51-020.03 Discrimination of Sounds

MATERIALS:

Tape cassette and tape player.

TESTING TECHNIQUE:

Only one student may be tested at a time. The examiner plays the record in some area where other students are not disturbed. The examiner directs the student to, "Tell me if the following sounds are the 'same' or 'not the same'. Listen carefully because the sounds cannot be repeated." The examiner uses the first pair of sounds (bell, knock) as a sample. The other pairs are (1) drum, drum; (2) clap, tambourine; (3) siren, car horn; (4) telephone ring, telephone ring.

SCORING:

The child must answer correctly three of the four items to pass.

LEARNING PACKAGE NUMBER: LA 51-021.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Discrimination of Animate Shapes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate between animate shapes, the child will, when presented with a shape, point to another like object on all post test items.

SAMPLE TEST ITEMS: Present a shape and the child will point to another just like it. Example: Cow - Cow.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Match cow (picture of) Horse, sheep, cow
2. Put tic-tac-toe board with the following pictures or shapes: horse, cat, elephant. Place shapes in the top row. Instruct the child to place a horse shape under the horse column. Continue with the remaining shapes.
3. Designate boxes for each shape. Have the child put correct shapes in the corresponding boxes.
4. Using set concept, make large rings and designate two animal shapes per ring.

horse	cat	cow
mouse	bird	dog

Individual game - have the child sort and group the shapes.

5. Using Peabody Stimulus Animal Cards, and rubber wild and farm animals, match a picture to the like object.
6. Watch the Spinning Wheel - a large cardboard wheel with pie shaped sections for picture inserts is used with a spinner in the middle. Make about ten cards with pictures of animal shapes to match those on the wheel. One child or teacher spins the wheel arrow. When it stops on a shape, the children cover the picture which is similar to the one on the wheel with small squares of paper. The child who covers up his card first wins the game.
7. POST TEST LA 51-021.03

POST TEST: LA 51-021.03 Animate Shapes

MATERIALS:

Two picture cards: cow, monkey, chicken and horse;
kitty, lion, giraffe, dog

TESTING TECHNIQUE:

Only one child may be tested at a time. The child and examiner sit near a table. The examiner places pictures of all eight animals on the table in any arrangement. The examiner shows the child a picture of a monkey and directs the child to, "Point to the one on the table that is just like this." Procedure is repeated for chicken, cow and horse.

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-022.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Discrimination of Geometric Shapes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate between geometric shapes, the child will, when presented with a shape, point to another like shape on all post test items.

SAMPLE TEST ITEMS: Present a circle and have the child show or point to another circle.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Flannel board - present a circle, square and triangle. Then present another circle and instruct the child to find the identical shape.

2. Match star shape on a form board.

3. Match glass, cup, bottle, → bottle, glass, cup. (Mix up order on flannel board pictures of these objects.)

4. Use "fit-a-shape" for individual practice on the particular shape giving the child trouble.

5. Find various objects from around the room. Discuss with the child what geometric form makes up that object - a ball is a circle, etc.

6. Have the child build with blocks. Then have him tell you what geometric forms make up his building - squares, triangles, etc.

7. Use "Geometrical Sorting Board". Name each shape as placed through the pegs.

8. Use "Invicta Attribute Blocks Class Set". Have the child sort into like shapes in various circles drawn on the floor.

9. Tupperware "Shape-O" Ball.

10. Draw a row of geometric shapes across the top of a cardboard. Draw identical shapes in different order at the bottom of the card. Attach shoe laces under each figure in the top row. Punch holes over each shape in the bottom row for loose end of lace. The child matches the figures with string.

11. Have a box of geometric shapes. Place one of the shapes in a child's hands (behind his back). Each child tells what shapes he has without seeing the object.

12. Place various shapes in a touch box. Give the child a shape and have him find the identical shape in the touch box.

13. POST TEST LA 51-022.03

POST TEST: LA 51-022.03 Geometric Shapes

MATERIALS:

Four picture cards:	diamond, triangle, square, star
Eight picture cards:	circle, square, triangle, star, cylinder, rectangle, heart, diamond

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at the table. The examiner places eight picture cards on the table in front of the child. The examiner shows card #1 to the child and says, "Point to the one on the table that looks just like this." Repeat for cards #2, #3 and #4.

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-023.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to discriminate sizes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate between sizes, the child will, when presented with an object of particular size, point to another like object of the same size with 100% accuracy.

SAMPLE TEST ITEMS: Present four circles (two of which are identical in size). The teacher points to one of the identical balls. Say, "Point to the ball that's the same size as this one."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Playskool "Stacking Disc".
2. Childcraft "Learning Tower".
3. "Fit-a-Shape".
4. Use various sized boxes which can be fitted into each other. Also, use painted tin cans.
5. Tupperware "Shape-O Ball".
6. Use puzzles with few shapes.
7. POST TEST LA 51-023.03

POST TEST: LA 51-023.03 Discriminating Sizes

MATERIALS:

Four picture cards - (two are the same size, another is larger, the fourth is smaller).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner places the four objects on the table in front of the child. He points to one of the identical objects and says, "Point to the one that is the same size as this one."

SCORING:

The child must answer correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to make comparisons such as big, bigger.

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to make comparisons such as big, bigger, the child will, when presented with two objects with different measurements and asked to identify the object which depicts the comparative form of the adjective, identify the correct object on all post test items.

SAMPLE TEST ITEMS: Present pictures of two objects of different sizes. Say, "Point to the one which is bigger."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Using objects such as ball, put the biggest first; the littlest last.

2. Using stories such as The Three Bears, have the children select big, middle-sized, smallest for the bowls, chairs and beds.

3. Use "Fit-a-Shape" puzzle forms.

4. Read book from Bowmar series "Little, Big, Bigger."

5. Instruct the children to show size using their hands. "Show me a long stick; a very short stick; a longer stick." Say, "With your hands, show me a little ball; a little circle; a bigger circle; the biggest circle you can make; the tiniest circle you can make."

6. POST TEST LA 51-025.03

POST TEST: LA 51-025.03 Making Comparisons

MATERIALS:

Four cards (each has two pictures).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may sit at a table. The examiner presents card #1 to the child and says, "Point to the one which is smaller." Repeat for #2 (longer), #3 (taller), and #4 (shorter).

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Receptive Skills
Discrimination of Smells

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate that the child can discriminate between odors, the child when presented with two odors, will indicate whether the odors smell the same. The child must correctly discriminate 100% of the post test items.

SAMPLE TEST ITEMS: When the child is presented with a container of onions and a container of perfume, ask him, "Do these smell the same?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. During the lunch period, have the children smell the foods and tell whether they smell the same.
2. A poem to read - "Smells" by Brown, Helen A. Let's Read Together Poems, Row Peterson and Co., 1949.
3. Have children smell various substances - vinegar, onions, perfume, rubber, flowers, crayons.
4. POST TEST: LA 51-030.03

POST TEST: LA 51-030.03 Discrimination of Smells

MATERIALS:

Four equal sized jars, twill tape and blindfold.

1. Onion juice
2. Perfume
3. Vinegar
4. Water

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner blindfolds the child and presents bottle #1 and then bottle #2 for the child to smell. He says, "Do these smell the same?" Repeat with bottle #3 and bottle #4 and then bottle #1 and bottle #1.

SCORING:

The child must answer all three correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Memory Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine that the child remembers three visual objects, not necessarily in sequence, the child will, when presented with three pictures for 3 seconds, pick out the same three pictures when placed in a group of five, with 100% accuracy.

SAMPLE TEST ITEMS: Present a picture of a hammer, a shoe and a tree for 3 seconds. Have the child pick out the same picture when placed in a group with a house and a car.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have three students stand in front of a child. The child then covers his eyes while you have two more stand up in the group. He then remembers which three were originally there and tells them to go sit down.

2. The teacher tells a story with pictures. She removes one picture and places the remainder on the chart rack. The children guess which one is missing.

3. A car with three parts missing is drawn on the blackboard. One child names the missing parts and another child may be chosen to add them to the picture.

4. Show and Hide - Place coin, pencil, button and pen on a table. After placing, count to ten with child watching. The child then turns his back, one item is removed and placed in a box with several other objects. The child turns around and finds the missing object.

5. Domino Matching - Use large dominoes for exposing and recalling visual patterns. Any simple combination may be used.

6. Concentration - Place parts of deck face down. Two children turn over one card at a time and recall and remove duplicate cards.

7. General Verbal Recall - Have the child describe in detail what he had for breakfast, what he watched on TV, what an elephant looks like, etc.

8. Use colored blocks, chips, beads, etc. to make patterns to be repeated by the child.

9. Touch objects in the room. The activity is to be repeated by the child.

10. POST TEST LA 51-035.03

POST TEST: LA 51-035.03 Visual Memory Skills

MATERIALS:

One card with three pictures (card #1), one card with same three pictures, and two additional pictures (card #2).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner instructs the child, "I am going to show you a card with pictures on it. Look at them carefully." The examiner holds card #1 in front of the child for three seconds and then removes it. He presents card #2 and says, "Point to all the things that you saw on the first card."

SCORING:

The child passes if he points to all three correct objects and does not point to either of the two incorrect objects. One error of either type constitutes a failure on the test.

LEARNING PACKAGE NUMBER: LA 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Memory Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine that the child remembers three visual objects in sequence, the child when presented with three pictures for 3 seconds will place the same three pictures in the same order after they have been mixed up, with 100% accuracy.

SAMPLE TEST ITEMS: Present a picture of a chair, a boy and a saw in that order. Then mix them up and have the child replace them on the rack in the same original order.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher shows three pictures to the children - a man driving a car, a man changing a flat tire and a man getting into a car. The child is asked to act out what he has seen.

2. A grocery store is set up in the classroom. The teacher selects three items and a child is asked to choose the same items in appropriate sequence.

3. Using a large chart, the teacher places a dog on the grass, a child by the house, and a duck in the pond. Someone is asked to repeat the activity.

4. Child shuts his eyes and tries to tell a person what he is wearing. The child often enjoys this more when you shut your eyes and try and tell him what he is wearing. Also, one child tells what another is wearing.

5. Take any picture, preferably one the child likes. Look at it with him. Then turn it over. The child tries to tell what he saw in the picture. This game may be varied by taking turns telling what was in the picture. Several children could be involved, being dropped from the game when unable to remember any objects in the picture.

6. Use several categories from Peabody "P" Kit i.e. food, toys, household items, etc. Arrange several cards, select three cards, and have the child find the same three.

7. POST TEST: LA 51-040.03

POST TEST: LA 51-040.03 Visual Memory Skills

MATERIALS:

Three cards with pictures.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may sit at a table. The examiner arranges sample cards in order - A, B, C - in front of the child and says, "Look at these cards, I am going to mix them up and I want you to put them back in the right order." After three seconds, the examiner removes the cards and replaces them in order C, A, B. He instructs the child to,"Move the cards so that they will be in the same position as they were before."

SCORING:

The child must have the order correct to pass.

LEARNING PACKAGE NUMBER: LA 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Memory Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine that the child remembers at least three motor acts in sequence when oral language is not involved, the child will when presented with three motor acts by the teacher, repeat them exactly.

SAMPLE TEST ITEMS: The teacher taps a desk, a table and the door. The child is asked to repeat the activity.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher demonstrates how the paper napkins should be folded for a tea party. The children fold their napkins the same way.

2. Someone flies like a bird, hops like a rabbit and falls down. Another child repeats the activity.

3. Present pupil with following series of designs drawn on chalkboard, expose for 5 seconds, cover, and have child reproduce on chalkboard from memory: vertical line, circle and horizontal line.

4. Arrange bead patterns on string, expose to pupil for 10 seconds, remove and have child rebuild pattern memory. Gradually extend length and complexity of patterns. For extended activity, use different-sized and colored buttons and small building blocks.

5. Using different paper forms and colors, arrange varied memory sequences to be followed. Arrange toys and other objects in sequence patterns. (black block, yellow ball, red airplane)

6. Display simple items such as airplane, doll, dog, book, pencil, coin, shoestring and block. Have pupil study objects for one minute. Cover objects and remove one, placing it in box with other assorted objects. Remove cover and have pupil find and present removed object. Use children in similar activity.

7. Make various paper forms involving cutting, pasting, folding, coloring, and painting. These should involve at least three motor acts which the children must imitate.

8. Active Learning by Cratty

9. Records containing motor action songs:
   a) "A Visit to my Friend"
   b) "My Playful Scarf"
   c) "Sensorimotor Training in the Classroom"

10. Bowmar book - Why Didn't I Think of That?

11. Daily Sensorimotor Skills by Wemple and Williams

12. POST TEST LA 51-045.03

POST TEST: LA 51-045.03 Visual Memory Skills

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner instructs the child to, "Watch carefully and see what I do." The examiner touches one hand to his nose, claps his hands once, and stands up. He says, "That's all! Now you do exactly what I did."

SCORING:

The child passes if he performs all three acts in the proper sequence and does not do any additional acts.

LEARNING PACKAGE NUMBER: LA 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Memory Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine that the child can remember words in sequence, the child will, when asked to repeat a simple sentence of eight to ten words, repeat that sentence without error.

SAMPLE TEST ITEMS: Say, "The boy ran all the way to the car." The child must repeat the sentence exactly.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Repeat a sequence of numbers spaced at one second intervals. The child must repeat the sequence. The teacher can vary the sequence from three to five numbers.

2. Animal sounds: Say, "Make a sound like a dog." (pig, duck, cat, horse, lion, etc.)

3. The child will reproduce a sequence of sounds made by the teacher. (Yell, clap, stamp, etc.)

4. Going on a Trip - One child starts the adventure out by saying, "I'm going on a trip and bringing my toothbrush." Another child says what the first child said and adds something of his own. This continues until one child misses an object or forgets. Start over again.

5. Charades - Have children listen to nursery rhymes like "Jack and Jill" and then have them act it out using a verbal commentary along with their actions.

6. Have the child listen to three sounds - a clap of the hand, a meow, and a bow-wow. Have him pick the same three sounds out when you add a stamp and a snap of the fingers to them.

7. The sounds of domestic animals are played on a tape or phonograph recording. The child then imitates the same three sounds he just heard not necessarily in order.

8. The teacher will tell the children to listen to two signals, such as clapping hands and blowing a whistle. One will designate stopping an activity and the other starting the activity. The children (small group) will be blindfolded and given verbal instructions by the teacher. When they hear the signals they are to react as previously instructed.

9. Use tapes with various sounds and have children choose two or three specific sounds from the recording, such as loud or soft sounds, household sounds or outside sounds, animal or people sounds.

10. POST TEST LA 51-050.03

POST TEST: LA 51-050.03 Auditory Memory Skills

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner instructs the child to, "Listen carefully and say exactly what I say." The examiner says, "The elephant has a long trunk and a short tail." (The sentence may not be repeated). (The examiner should speak the sentence in a way that does not emphasize words or phrases).

SCORING:

The child passes if he repeats all words in the proper sequence and does not add any extra words.

LEARNING PACKAGE NUMBER: LA 51-055.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Memory Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine that the child remembers his first and last name, and his age, the child when asked these things will recite them correctly, two out of two trials. These two trials should be spread out over a two week period.

SAMPLE TEST ITEMS: "What is your name - first and last name?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Each child learns his own age. A paper birthday cake chart is placed on the flannel board. In turn, each child selects the number of candles appropriate to his age and places them on the cake.

2. Each child finds his name card when he comes to school. It is placed on the name chart.

3. The teacher places names on sheets of paper which are to be used for an activity. The children find their paper.

4. The teacher calls each child's name, varying the order from day to day, and the child responds, "I'm here", adding any news which he cares to contribute.

5. Favorite Music - Tell me about your favorite songs and why do you like them?

6. Food - Tell me as many foods as you can think of that you have at your house.

7. Make a birthday bulletin board using an animal figure as the center. Position names of months around center figure. Make lollipops with child's name and birthday (month and date). As each month approaches, have children place their lollipops in the appropriate month.

8. Make small paper birthday cakes with name and date. Place cake on the appropriate date on the calendar.

LEARNING PACKAGE NUMBER: LA 51-055.00 (continued)

9. The teacher prepares cards with the name and birthday of each child. During dismissal, the teacher reads the birthdate of a child. If the child recognizes his birthdate, he may be dismissed.

10. POST TEST LA 51-055.03

POST TEST: LA 51-055.03 Auditory Memory Skills

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test the entire group at one time. He asks a child, "What is your full (first and last) name?", and "How old are you?" The test is repeated one week later.

SCORING:

The child passes if he answers both items correctly on both testings.

LEARNING PACKAGE NUMBER: LA 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual-Associative and
Verbal Expressive Skills
Labeling animals

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to label domestic and wild animals, the child will, when given a combination of domestic and wild animal figures, identify eight out of ten of the post test items.

SAMPLE TEST ITEMS: Give the child: cow, lion, elephant, dog and chicken figures. Say, "Tell me the name of this animal (cow)."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Using large animal (domestic and wild) pictures, the teacher will have a child select a picture and say the animal's name.

2. Using a large poster with many animals on it, have one child point out a particular animal and the group says the name. A discussion could be directed by the teacher or the child covering what the animal eats, where it lives and if it is dangerous.

3. After a thorough discussion of domestic and wild animals, the children will take turns grouping characters on the flannelboard. Divide the board in half. One side has a cat; the other an elephant. "Where does this animal go?" Have child identify animal before placement.

4. Hand a child a picture of an animal. Have him find the same animal from a group of rubber animals on the table.

5. Pretend to meet animals in a walk through the barnyard. Different children mimic the animal sounds. Children enjoy pretending to be the baby animal following its mother.

6. Pretending to be jungle animals, children stalk over the sidewalk. They must not step on any cracks, for these are traps set by the hunter. Children are eliminated from the game when they forget and are trapped by the cracks. Who, then, will remain "King of the Jungle"?

7. POST TEST LA 51-060.03

POST TEST: LA 51-060.03 Labeling Animals

MATERIALS:

Ten picture cards (cow, lion, elephant, dog, chicken, horse, giraffe, bear, rabbit and tiger).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner shows card #1 to the child and says "Tell me the name of this animal." Repeat for cards #2-10.

SCORING:

The child passes if he correctly identifies eight out of ten animals. (The child must give animal names, not sounds).

LEARNING PACKAGE NUMBER: LA 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual-Associative and
Verbal Expressive Skills
Labeling of Transportation Vehicles

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To determine the ability to label transportation vehicles, the child will, when given pictures of various transportation vehicles, label eight out of ten post test items.

SAMPLE TEST ITEMS: Given a toy train, car, airplane, bus, bicycle and boat - say, "What is this called?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Each child will select a transportation toy and say its name. The group will discuss the nature of the vehicle. Who drives it? Where does it go? Is it fast or slow?

2. Using the flannelboard, the children will group the vehicles according to the medium through which they travel - car (land) airplane (air).

3. Later on, after the children are familiar with the vehicles, sounds of vehicles would be introduced. Use Peabody Level K Kit - section with record and chart of vehicles.

4. Show pictures of transportation vehicles in the wrong medium. For example, a picture of a car in water, an airplane on railroad tracks, and the child must tell the correct place for the airplane and the correct place for the car.

5. Show a group pictures of transportation vehicles. The teacher will ask the child who is going to run each of these: car, airplane, truck, boat, train and motorcycle. They must be able to name each of the vehicles and recognize that they couldn't fly a real airplane themselves.

6. POST TEST LA 51-065.03

POST TEST: LA 51-065.03 Labeling Transportation Vehicles

MATERIALS:

Ten picture cards (car, truck, bicycle, boat, airplane, helicopter, train, bus, wagon, motorcycle)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows card #1 to the child and says, "Tell me the name of this object." Repeat for cards #2 - 10.

SCORING:

The child passes if he correctly identifies eight out of ten objects. He must give name, not purpose.

LEARNING PACKAGE NUMBER: LA 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Receptive Skills
The ability to label smells

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine the ability to label smells, the child will, when blindfolded and presented with five containers of liquids or solids that have different odors, identify the substances by smelling them. He must identify four out of five substances.

SAMPLE TEST ITEMS: When the child is blindfolded, present him with a container holding an onion, and say, "Tell me what you smell."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have the children find magazine pictures that show things they like to smell. Arrange the pictures on a piece of tagboard, and add the caption "Things We Like to Smell."

2. Use a smelling test to learn that some things that smell good are not to be eaten.

3. Have the class take a walk in the vicinity of the school cafeteria. Tell the children to use their noses to try to discover what foods are being prepared. A trip to the bakery would be fun.

4. A fun rhyme - What is as useful as can be for smelling many things we see? The clues are here - it sounds like "rose". We all have one - it's called a ________!

5. A poem to read - "Smells" by Brown, Helen A. Let's Read Together Poems, Row Peterson & Co., 1949.

6. Suggestions of substances to use for smelling - cocoa, vinegar, alcohol, perfume or cologne, talcum powder, onion, vanilla, cheese, orange, paint, gas, flowers, rain, rubber and pets.

7. POST TEST LA 51-070.03

POST TEST: LA 51-070.03 Acquisition of the Concept of Smell

MATERIALS:

Four equal-sized jars with twill tape, blindfold, onion juice (bottle #1), perfume (#2), vinegar (#3) and orange extract (#4).

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child may be seated at a table. The examiner blindfolds the child and presents bottle #1 for the child to smell. He says, "Tell me what you smell." Repeat for bottles #2, #3 and #4.

SCORING:

The child must answer correctly on three out of four to pass.

LEARNING PACKAGE NUMBER: LA 51-075.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Receptive Skills
Ability to label tastes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To determine if a student has the ability to label tastes, the child will, when presented with foods of various taste to eat (sour, sweet, or salty), identify them on all of the post test items.

SAMPLE TEST ITEMS: Have the child taste a lemon and have him identify if it's sour, sweet, or salty.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Give many experiences to the children in tasting different items that are sour, sweet and salty.

2. Show picture cards of different foods that would obviously bring to mind the different tastes and have them tell which it would be.

3. Teach the child to check with an adult before trying unfamiliar foods.

4. Put sugar and salt into separate bowls and ask, "What do we have in these bowls?" "Can you tell by looking?" "How can we tell?"

5. Give the children some unsalted peanuts and then some salted ones. Ask how the latter is different.

6. Have children find magazine pictures that show their favorite foods.

7. Prepare cracker sandwiches (cheese, butter, jelly, peanut butter, etc.) taking care that the filling does not show. Ask the children to identify the taste.

8. The children might enjoy fruit-flavored gelatin or "instant" pudding. Ask them to identify the flavor.

9. Discuss taste of all foods used for snacks.

10. Compare taste of foods when more than one food is used as a cooking project.

11. Lessons from Peabody using food cards.

12. POST TEST: LA 51-075.03

POST TEST: LA 51-075.03 Ability to Label Tastes

MATERIALS:

Three bottles (each with eye dropper) - Lemon juice (bottle #1), sugar solution (bottle #2), salt solution (bottle #3), and a blindfold.

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child may be seated at a table. The examiner blindfolds the child and drops one to three drops from bottle #1 on the child's tongue. He says, "Tell me if that taste is sweet, sour or salty." Repeat for bottles #2 and #3.

SCORING:

The child must answer all three correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-080.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to label colors

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate the ability to label color, the child will, when presented with an object, verbally indicate the color of the object. The child will be able to verbally identify red, blue, yellow, orange, green and purple with 100% accuracy.

SAMPLE TEST ITEMS: (Using red color card) Tell me the color of this card.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use various objects and sort them according to their color.

2. Use a large teacher-made color wheel. Teacher will point to a specific color and the child is to find something in the room that is the same color.

3. Game-Play "Gray Duck" and use different color names.

4. Musical Game. Pre-cut several colored circles and place them in a pattern on the floor. Children will walk around while the music is playing. When the music stops, the children stop on a colored circle and name the color.

5. Use recognition cards with colored objects. Give each child a card and ask them questions, such as "Who has a blue car?"

6. Game - "Let's go Fishing". When a child catches a fish, he must name the color.

7. Use a large clown figure and have the children put a "colored spot" on his clown suit.

8. Game - "Who Will Buy Lollipops". (Tune: Mulberry Bush) The one who is "it" moves around the inside of the circle. When the song ends, that person goes to another child (buyer) and the buyer must tell the color of the lollipop.

9. Use clothes as a color category for selecting children for activities such as "All children who are wearing something red may get their milk."

LEARNING PACKAGE NUMBER: LA 51-080.00 (continued)

10. Refer to Peabody Manual for color work.
11. Match color swatches with objects in the room. Find objects that match a color named.
12. Match and mix paints with the children.
13. Use color paddles from Dick Blick Invicta attribute blocks.
14. POST TEST LA 51-080.03

POST TEST: LA 51-080.03 Ability to Label Colors

MATERIALS:

Six color cards (red, blue, yellow, orange, green and purple)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child may be seated at a table. The examiner presents card #1 and says, "Tell me what color this is." Repeat for cards #2-6.

SCORING:

The child must answer all six correctly to pass.

LEARNING PACKAGE NUMBER: LA 51-085.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual-Associative and
Verbal Expressive Skills
Labeling of Community Helpers

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to label community helpers, the child will, when presented with various pictures of such persons, correctly label them on all post test items.

SAMPLE TEST ITEMS: Present a picture of a fireman and say, "Who is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. A community helper figure will be placed on a flannelboard. The children and teacher will discuss the role of the "helper."

2. Use a film on community helpers.

3. Pictures of helpers are placed face down on the table. Each child in turn will select a card, label the helper and discuss his role.

4. Show pictures of tools and equipment used by community helpers. Have the children designate the helper that uses the equipment.

5. Use actual toy figures and have child identify the helpers.

6. Use "story posters" from Peabody Kit. Label the helpers.

7. Flannelboard story - Community Workers and Helpers.

8. POST TEST LA 51-085.03

POST TEST: LA 51-085.03 Labeling of Community Helpers

MATERIALS:

Five picture cards (policeman, fireman, mailman, nurse and doctor)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner presents card #1 to the child and says, "Who is this?" Repeat for cards #2-5.

SCORING:

The child passes if he correctly identifies all of the post test items.

LEARNING PACKAGE NUMBER: LA 51-090.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
The ability to identify objects by use

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to identify objects by use, the child will, when presented with five objects having different uses and given a specific use, identify the object having that use. This objective requires four out of five correct responses.

SAMPLE TEST ITEMS: The child is presented with five items: Shoe, chair, car, ball and garage. The teacher says, "Show me which one you can wear."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use household objects to identify by use, such as soap, toothbrush, towels, or any objects that the child uses for cleanliness. Food, furniture, clocks, appliances of all types, toys, clothing, etc. may also be used.
2. Objects in a city-gas station, fire hydrant, stores, post-office - mail box, transportation vehicles.
3. Build an imaginary house with many rooms.
   The teacher says: "What do we need to keep our food cold?"
   "What do we need to cook our food?"
4. POST TEST LA 51-090.03

POST TEST: LA 51-090.03 The Ability to Identify Objects by Use

MATERIALS:

One page with pictures of six objects (fire hydrant, mail-box, refrigerator, hat, apples, car)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows the page to the child and says, "Point to the one that we can keep our food cold in." Repeat for: Which one can you mail a letter in?
Which one can you eat?
Which one can you wear on your head?
Which one can you get water from?

SCORING:

The child passes if he correctly identifies four out of five objects.

LEARNING PACKAGE NUMBER: LA 51-091.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to classify objects

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to classify objects, the child will, when presented with a group of objects, sort them into groups with similar properties with 100% accuracy.

SAMPLE TEST ITEMS: Present rubber animals and toy vehicles together and have child sort them into two categories. Say, "What things go together?"

Animals	Vehicles
elephant, lion, cow	cars, trucks

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Present a group of mixed animals (from Peabody Kit) - birds and furred animals. Have the child group them into two categories.

2. Given a group of rocks and buttons, have the child group these into two categories.

3. Present a mixed group of big circles and small circles. Have the child group these into categories.

4. Present child with "Teddy Bear Counters". Have the child sort these according to color.

5. Give child silverware. Have him sort these according to the type of pieces - knives with knives, etc.

6. Prepare a touch board consisting of different types of fabric. Have the children touch them and indicate which feels the same. (smooth, fuzzy, furry, rough).

7. POST TEST LA 51-091.03

POST TEST: LA 51-091.03 Ability to Classify Objects

MATERIALS:

Eight picture cards (four with animals and four with articles of furniture)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner arranges the eight cards in the specified order. He instructs the child to "Put all the animals together and put all the articles of furniture together."

SCORING:

The child passes if he gets _all_ four animals in one section _and_ _all_ four pieces of furniture in another.

LEARNING PACKAGE NUMBER: LA 51-095.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
The ability to discriminate likenesses and differences

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate likenesses and differences, the child will, when given three objects, identify which two are alike and which one is different with 100% accuracy on all post test items.

SAMPLE TEST ITEMS: Objects: 3 balls (same color)
1 small ball, 2 big balls
"Point to the two which are alike."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Books to read:
   a) The Different Twins by Barker, Melvern- Philadelphia: J.B. Lippencott
   b) Let's Find Out What's Big and What's Small by Shapp, Charles and Martha -New York: Franklin Watts, 1959.
2. Use records or the piano for fast and slow rhythms.
3. Use flannelboard objects. Have children identify which are alike and which are different.
4. Use blackboard drawings to discriminate likenesses and differences such as geometric shapes patterns.
5. Use continental press worksheets on likenesses and differences.
6. Use DLM same or different cards recognizing a variance or similarity in color and in size of form and objects.
7. POST TEST LA 51-095.03

POST TEST: LA 51-095.03 The Ability to Discriminate Likenesses and Differences

MATERIALS:

Three cards (each with pictures of three objects):

Card #1 - 3 balls (same color, one is larger than the other two)

Card #2 - 3 blocks (same color, one is rectangular and two are square)

Card #3 - 2 bananas and one orange

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows card #1 to the child and says, "Point to the two which are alike." He shows card #2 and says, "Point to the two which are alike." Then he shows card #3 and says, "Point to the one which is different."

SCORING:

The child passes if he responds correctly to all three items.

LEARNING PACKAGE NUMBER: LA 51-100.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to label spatial positions

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To determine the ability to label spatial positions, the child will, when observing the position of an object or person in relation to another object or person, identify the position. The child must correctly respond to four out of five post test items.

SAMPLE TEST ITEMS: Present a picture of a book on a table and ask, "Is the book on the table or under the table?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Examples of spatial positions that can be used:
    a) in front of-behind
    b) in the middle of
    c) above-below
    d) on-under
    e) in-out
    f) top-middle-bottom
2. Activities involving body movements: Say, "Sit in the chair", or "Go behind the piano."
3. Use jump ropes. Example: jump in - jump out.
4. Identify positions in pictures.
5. Chalkboard orientation - doing exercises on top, bottom, middle, first and last.
6. Use peg board: manipulate pegs in different positions.
7. Sing: "LoobyLoo" and "Hokey Pokey".
8. POST TEST LA 51-100.03

POST TEST: LA 51-100.03 Ability to Label Spatial Positions

MATERIALS:

Five picture cards

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner produces card #1 and asks, "Is the book on the table or under the table?"

Card #2 - "Is the book behind me or in front of me?"

Card #3 - "Is he in the circle or out of the circle?"

Card #4 - "Is the line on top of the house or on the bottom of the house?"

Card #5 - "Is the pencil above the table or below the table?"

SCORING:

The child passes if he responds correctly to four out of five items.

LEARNING PACKAGE NUMBER: LA 51-105.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Tactile-Kinesthetic Associative Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate an acquisition of tactile-kinesthetic associative skills, the child will correctly identify by touch which of two objects is similar to a third object. He must correctly identify all of the post test items.

SAMPLE TEST ITEMS: A ball is placed in a bag and a ball and a block in a second bag. After feeling the ball in the first bag with his fingers, the child must remove the item in the second bag that is similar.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Put several articles into a bag. Let the children see and name each item as it is placed into the bag. Have each child remove an article from the bag while blindfolded and identify it by touch and describe it.

2. Guessing Game: Have the child reach into a container and grasp an object, not bringing it out. The teacher and the children will ask, "Is it big? Is it rough? Do you eat it?" From the child's answers, everyone will try to guess what the child is touching in the container.

3. Use Show and Tell for same guessing game.

4. POST TEST LA 51-105.03

POST TEST: LA 51-105.03 Tactile-Kinesthetic Associative Skills

MATERIALS:

Six bags: First bag - ball
Second bag - ball and a block
Third bag - rubber ball
Fourth bag - rubber ball and a tennis ball
Fifth bag - plastic banana
Sixth bag - plastic banana and a plastic apple

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner presents bag #1 to the child and says, "Feel the object inside the bag." He takes away bag #1, presents bag #2 and says, "Pick up the object in this bag that is exactly the same as the one in the other bag." (Bag #1 may not be re-examined). Repeat for (a) bag 3 and 4 and (b) bag 5 and 6.

SCORING:

The child passes if he responds correctly to all three items.

LEARNING PACKAGE NUMBER: LA 51-110.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Association Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine the ability to use visual associative skills, the child will successfully complete 100% of the post test items.

SAMPLE TEST ITEMS:

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have children look around the room for things that look different but are used for the same purpose. (Garbage can - waste basket; clothes hanger - clothes hook).
2. See learning package # LA 51-090.00 (Identifying objects by use).
3. Developmental Learning Materials - Motor Expressive Language Picture Cards I and II.
4. DLM - Association Picture Cards I, II and III.
5. POST TEST LA 51-110.03

POST TEST: LA 51-110.03 Visual Association Skills

MATERIALS:

Six (3 pairs) of cards

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner arranges cards before the child in the specified order. He instructs the child to "Pick up two cards that go together. Pick up two more that go together, etc."

SCORING:

The child passes if he separates the six cards into the three correct pairs.

LEARNING PACKAGE NUMBER: LA 51-115.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Association Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine the ability to use auditory associative skills, the child will successfully complete three out of four post test items.

SAMPLE TEST ITEMS:

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Give children many experiences demonstrating opposites. Have child verbally respond to opposites such as big-little.

2. Sentence completion: The pupil will listen to beginning sentence stimulus and then to complete it by association: Example: The color of this book is________.

3. Analogy games: Teach verbal association to analogies such as: In the morning it is light, in the evening it is _____.

4. Milton Bradley - Opposite Flannel Board Cards.

5. Pretend to meet animals in a walk through the barnyard. Children mimic the animal sounds. Others name the animals they are hearing. Pretend you're standing on a street corner and listen to street sounds.

6. Sounds I Can Hear by Scott Foresman.

7. POST TEST LA 51-115.03

POST TEST: LA 51-115.03 Auditory Association Skills

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. As a sample, the examiner says, "I am going to start a sentence and let you finish it." If I said "Fire is hot; ice is _____, you should say "cold" because ice is cold. Now you tell me how to finish these sentences.

1. Sleds have runners; wagons have (wheels).
2. Women have babies; cats have(kittens).
3. Daytime is light; nighttime is (dark).
4. A rabbit is fast; a turtle is (slow).

SCORING:

The child passes if he correctly responds to three out of the four items.

LEARNING PACKAGE NUMBER: LA 51-120.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Multi-Sensory Associative Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine the ability to use multi-sensory associative skills, the child will, when presented with an auditory and visual stimuli, match the sound with the visual stimuli associated with that sound. The child must correctly match all of the post test items.

SAMPLE TEST ITEMS: The sounds of various means of transportation are played on a tape or phonograph. The child will point to the object related to the sounds.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The sounds of zoo animals are played on a tape or phonograph recording. The child points to the pictures of the animals related to the sounds.
2. The teacher places noise makers on the table and has duplicates in her lap. She sounds three of them while a child's back is turned. He is to select the appropriate ones.
3. Have the child think of different type sounds (squeaks, screams) and have them tell what in the room would make that kind of sound. Then have them actually make it.
4. Refer to Talking Time by Louise Binder Scott and J.J. Thompson for practical ideas.
5. Make popcorn in class, comparing the appearance, taste, and smell of the corn before and after it is popped. Notice how the corn feels before and after popping, and the sound it makes as it pops.
6. Game - "Little Tommy Tittlemouse".
7. POST TEST LA 51-120.03

POST TEST: LA 51-120.03 Multi-Sensory Associative Skills

MATERIALS:

Tape, tape player, one page of pictures (cow, dog, cat, horse, and duck)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child sit at a table. The examiner plays taped sound #1 and says, "Point to the animal that makes a sound like that." Repeat for sounds #2 and #3.

SCORING:

The child passes if he responds correctly to all three items.

LEARNING PACKAGE NUMBER: LA 51-121.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Associative Skills
Identification of Rhyming Sounds

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to identify rhyming sounds, the child will when presented with two sounds, indicate whether the sounds rhyme or do not rhyme. The child must correctly answer all post test items.

SAMPLE TEST ITEMS: "Do these words rhyme - tumble - rumble?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. A teacher reads a humorous poem filled with rhyming pairs. When a child hears rhyming pairs, he claps his hands and says the rhyming sounds heard. The group discusses his response. Nursery rhymes.

2. The teacher asks the group to think of a rhyming partner for fun. Each response is discussed. After the group thinks of sounds quite spontaneously, "sense" words (not non-sense syllables) may be introduced.

3. Demonstrate the difference between rhyming and non-rhyming words. Do these rhyme: batman - sock? No. Be sure to use larger words (fire engine bicycle) before using small words.

4. Present two pictures (dog, cat). Have children say both words. Say rhyming words and have the children guess which picture rhymes. Be sure to list the rhyming words with the non-rhyming word, too.

5. Say "basketball". Say words that rhyme with it. Basketball, fasketball, masketball, jasketball, rrr...have children help close the word.

6. Children can play "Rhyming Lotto", Ideal rhyming pictures, objects, etc.

7. Dr. Seuss books.

8. Use rhyming activities with their names, such as Silly Billy.

9. POST TEST LA 51-121.03

POST TEST: LA 51-121.03 Identification of Rhyming Sounds

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner says, "Do these words rhyme - tumble - rumble?" Repeat for (fire-engine - hydroplane) and (cry - dry).

SCORING:

The child passes if he responds correctly to all three items.

LEARNING PACKAGE NUMBER: LA 51-125.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Multi-sensory Associative Skills
Ability to relate and communicate using manual expression

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The ability to relate and communicate using manual expression will be demonstrated when the child uses several gestures, not less than three, to relate an activity from a picture. The child must successfully complete all post test items.

SAMPLE TEST ITEMS: Presented a picture of a coat and a hanger, the child must demonstrate an activity utilizing these objects. He must pick up the coat, pick up the hanger and put the coat on the hanger.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Experiences:
   a) Brushing your hair - use gestures.
   b) Washing your face - use gestures.

2. Gross Body Movements:
   a) Teacher sways like a tree - child imitates.
   b) Hand games - depicting a story with the use of hands.

3. Show one child a picture from "Teaching Picture Sets". Have him relate the picture to the children through manual expression. (Also use cards from "Stimulus Cards" from Peabody Kit.)

4. Singing game - "Here We Go Round the Mulberry Bush", and "Mary, Show Us What to Play".

5. Bowmar - "Rhythms to Reading".

6. Game of charades.

7. Gesture songs - "The Itsy-Bitsy Spider".

8. Have children act out a familiar story while the teacher is reading it.

9. Creative drama - "Bear Hunt", "Jungle Walk".

10. POST TEST LA 51-125.03

POST TEST: LA 51-125.03 Ability to Relate and Communicate Using Manual Expression

MATERIALS:

Two pairs of picture cards: (1) coat, (2) hanger, (3) key, and (4) lock

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows - a(cards #1 and #2) to the child and says, "Show me what you would do with a coat and hanger." Repeat for - b(cards #3 and #4).

SCORING:

The child passes if he responds correctly to both parts. A correct response to either part must include at least three gestures. In (a) possible motions are:

1. Pick up coat
2. Pick up hanger
3. Put coat on hanger
4. Button or zip
5. Hang up
6. shut closet door

In (b), possible motions are:

1. Pick up key
2. Hold lock
3. Put key in lock
4. Turn key
5. Pull lock open
6. Pull key out

LEARNING PACKAGE NUMBER: LA 51-130.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Multi-sensory Expressive Associative Skills
Vocabulary Skills

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the acquisition of an adequate vocabulary, the child will use not less than two descriptive phrases to describe objects presented to him. He must successfully complete all post test items.

SAMPLE TEST ITEMS: Given a farm animal (cow), the child must describe it. Example: "It gives us milk, it has four legs."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Given any objects found in the classroom, the child is required to describe them.
   a) Chalk - write with; use at blackboard, etc.
   b) Chair - sit on; four legs.

2. Use objects in their home. Have the child describe them. (adjectives and adverbs)
   a) Knife - sharp; cut with.
   b) Stove
   c) Refrigerator
   d) Dishwasher

3. Be concerned with categories of words - fruit, toys, etc.

4. Take any of the recreation areas -
   Music: Choose three or four instruments: drum, piano, trumpet, tambourine. Each of these have a distinct sound. When they hear the sound, they should verbalize which instrument it was they heard.

5. Peabody Kit - use musical instruments and sound records.

6. Game - "Guess What I'm Thinking Of". One child thinks of something in the classroom and the other children guess what it is by asking simple questions. Object: Blackboard. Is it big? What color is it? Does the teacher use it?

7. POST TEST LA 51-130.03

POST TEST: LA 51-130.03 Vocabulary Skills - Describing Objects

MATERIALS:

Two picture cards (cow, apple)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows card #1 to the child and says, "Tell me about this." The examiner may prod for additional information by saying once, "Tell me more." Repeat for card #2.

SCORING:

The child passes if he correctly responds to both items. A correct response in either case must include at least two words (or phrases) that describe physical property, purpose (use), or habitat.

LEARNING PACKAGE NUMBER: LA 51-135.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Expressive Associative Skills
The ability to speak in sentences

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to speak in sentences, the child will respond in complete sentences in response to the teachers inquiry on all post test items.

SAMPLE TEST ITEMS: Teacher directs a question to the child: "How do you feel today?" The child must answer in a complete sentence.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Ask simple questions and have the child respond. These questions can be related to an activity going on at the time. (Family breakfast scene)
   a) "Where is the baby?" Answer: She is in the crib.
   b) "Where is Dad?" Answer: He is outside.

2. Have the child complete a sentence after the teacher has explained a situation. Example: The Three Bears
   Say, "The _____ _____ is crying because his chair is broken."
   The child should say, "baby bear".

3. Looking at work sheets of different activities, the child must make up a sentence about one of the pictures.

4. The child pretends to be a leader and issues orders. He must give his orders in complete sentences. If he doesn't, he must sit down and someone else will be the leader.

5. Put an object in a bag and have the child give two clues. The clues must be given in complete sentences. The others then ask questions and guess what the object might be.

6. POST TEST LA 51-135.03

POST TEST: LA 51-135.03 Ability to Speak in Sentences

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner says, "I'm going to ask you some questions. You answer them in complete sentences. Remember to tell in a complete sentence." - "What will you do when you go home today?" Repeat for, "What can you tell me about your mother?"

SCORING:

The child passes if he responds correctly to both items. A correct response in each case must include at least one complete sentence (subject, predicate).

LEARNING PACKAGE NUMBER: LA 51-140.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory-Visual Associative Skills
Ability to use time related vocabulary

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use time related vocabulary, the child will respond accurately to 80% of the post test items.

SAMPLE TEST ITEMS: Respond verbally:
Do you eat breakfast before or after school?
If you come to school at snack time, are you early or late?

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

Time related vocabulary such as: early, late, before, after, soon, later, now, tomorrow, yesterday, last night, tonight, morning, afternoon, evening, breakfast, lunch, supper.

1. Discuss today, yesterday, tomorrow.
   Today we are in school.
   Yesterday we were not in school.
   Tomorrow we will be in school.

2. Discuss activities during the day.
   How long until we have lunch?
   In a little while we can have our break. (in a few minutes)
   This morning we are in school.
   This afternoon you will not be at school.
   This evening you are at home.
   This morning we ate breakfast.
   This noon we'll eat lunch.
   This evening we'll eat supper.
   Soon it will be time for lunch.
   Later we can sing.

   Following a discussion of a word, have the children speak in sentences using these words.

3. POST TEST LA 51-140.03

POST TEST: LA 51-140.03 Ability to Use Time Related Vocabulary

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner says, "Do you eat breakfast before or after school?" (Emphasize time words.) Repeat for the following:

1. If you come to school at snack time, are you early or late for school?
2. If you're putting your coat on to go home, are you going home now or later?
3. When you get home from school, which meal do you eat - breakfast, lunch or supper?
4. Do you eat breakfast in the morning, afternoon, or evening?

SCORING:

The child passes if he responds correctly to four out of five items.

LEARNING PACKAGE NUMBER: LA 51-145.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Multi-Sensory Memory and
Verbal Expressive Skills
Relation of stories and events in sequence

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to relate stories and events in sequence, the child will, after listening to and watching a sequence of three events, relate the story in proper sequence on all post test items.

SAMPLE TEST ITEMS: The teacher explains and shows steps in putting on socks and shoes. Say, "Tell me what you do when you put on socks and shoes."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Children listen to very brief story and watch pictures and relate (as a group) the sequence of events. Story: man driving a car
   man changing a flat tire
   man getting into a car
2. The children will be asked to relate a sequence of events which occurred in the home the previous night. (What happened after school until suppertime).
3. A child will relate to the group an activity which he and the teacher did. The teacher discusses each step with the child. Putting away toy: Pick up toy, carry to shelf, put down on shelf.
4. Use sequential picture cards (DLM materials or teacher-made sequence cards).
5. Have the children tell the sequence of nursery rhymes and simple stories that they know. Ex. "Humpty Dumpty", "The Three Bears", etc.
6. Before doing an activity, give the children three directions to do in sequence.
7. Music patterns: Teacher makes simple rhythmic patterns on drum, box, etc. and child repeats.
8. After singing songs which have simple sequenced events, have the children recite the events in their proper sequence.
9. Creative sequence stories: First child says, "I saw a dog." Next child adds a sentence such as, "He was running." - etc. This would be an activity used in the latter part of the year.
10. POST TEST LA 51-145.03

POST TEST: LA 51-145.03 Relation of Stories and Events in Sequence

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The child is seated, while the examiner stands nearby. The examiner makes motions to indicate specific actions and at the same time tells the child exactly what the actions represent. The examiner says, "I'm opening the car door." "I'm getting into the car." "I'm closing the car door." When completed, the examiner will say, "Now, you tell me everything that I did."

SCORING:

The child passes if he recalls all three events in proper sequence.

LEARNING PACKAGE NUMBER: LA 51-150.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Memory and Verbal
Expressive Skills
Relation of stories and events
in sequence

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to relate stories and events in sequence, the child will, after watching a sequence of three events, relate the story in proper sequence on all post test items.

SAMPLE TEST ITEMS: The teacher shows the group a picture sequence of a squirrel, a squirrel beside a nut and a squirrel holding a nut. Say, "Tell me what happened."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Each child is given a set of three sequenced cards. The teacher asks each child to relate the events (in sequence) to the group.

2. The teacher does a series of actions. A child is asked to relate the teacher's actions in proper sequence. (She clapped her hands, sat down and stood up.)

3. Three children each do one simple action. Another child relates to the entire group what each child did in proper sequence.

4. Flannelboard - using flannelboard figures (Community Workers), the teacher will place four figures on the board. The board is then covered and a child must relate the figures presented in proper order.

5. The teacher makes a chain of Peabody Plastic Color Chips (four chips in length). The chain is hidden and the child must verbally recall the colors and order of the chips.

6. POST TEST LA 51-150.03

POST TEST: LA 51-150.03 Relation of Stories and Events in Sequence

MATERIALS:

Three picture cards (sequence)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner arranges the cards in order, ABC and says, "Look at these pictures and tell me what happened. Tell me everything that happened." If the child hesitates, the teacher may prod once by saying, "What else happened?"

SCORING:

The child passes if he states at least one phrase about all three pictures. All statements must be made in proper sequence.

LEARNING PACKAGE NUMBER: LA 51-155.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Memory and Verbal
Expressive Skills
Relations of stories and events in sequence

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to relate stories and events in sequence, the child will, after listening to a sequence of three events, verbally relate the story in proper sequence with 100% accuracy.

SAMPLE TEST ITEMS: The teacher tells a short story to the child. The child will verbally relate the story in the proper sequence.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher reads a short story to the children during story time. A child relates the story to the teacher.

2. Discuss procedures and order involved in:
   a) Brushing your teeth:
      -- Getting the toothbrush wet
      -- Putting toothpaste on bristle and
      -- Brushing in appropriate direction
      -- Putting brush away.

3. Discuss a holiday and weather conditions:
   a) Snow fall
   b) Christmas decorations uptown and at home
   c) Christmas tree - packages
   d) Christmas dinner.

4. POST TEST LA 51-155.03

POST TEST: LA 51-155.03 Relation of Stories and Events in Sequence

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child sit at a table. The examiner says, "Listen carefully. I am going to tell you a story."

Story: Mother wanted to send a letter to grandmother. Mother gave the letter to Johnny. Johnny walked to the mailbox. He dropped the letter into the mailbox."

The examiner says, "Now, you tell me the story. Tell it the way I told it to you."

SCORING:

The child passes if he repeats three events in their proper sequence. Possible events are (1) Mother's giving letter to Johnny; (2) Johnny's walking to mailbox and (3) Johnny's dropping letter in mailbox.

LEARNING PACKAGE NUMBER: LA 51-160.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Memory Verbal Expressive Skills
Ability to recall events after listening to a story

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to recall events after listening to a story, the child will, when read a story and questioned about the story, recall events of the story. The child must correctly answer three of four post test items.

SAMPLE TEST ITEMS: Read "The Three Bears". Questions directed to children are:

1. "Who's chair was broken?"
2. "What was Goldilocks lying on in the bedroom?"
3. "What happened when the bears came home?"
4. "What did Goldilocks eat?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Given any oral presentation, the child will respond orally to the teacher's inquiries regarding the story.

2. The teacher tells about a situation where a child gets lost in a department store and what happens before he is found.
   a) Clerk sees a little boy looking in all directions for his mommy.
   b) Child starts crying.
   c) Starts wandering to different parts of the store.
   d) An announcement is made that a little boy is lost.
   e) The mother goes to the office and gets her little boy.

   The teacher asks:
   "When does the little boy start crying?"
   "Where does he go?"
   "Where does mommy find the little boy?"

3. Talk about different kinds of food without having an actual object or fruit there for them to taste. Fruits: apples, oranges. Which one is sweet? Which one is orange?
   Items of clothing: What can you wear outside that will keep you warm when it's cold? sweater, coat, jacket, snow pants.

4. Ask recall questions about a story read to the children.

5. POST TEST LA 51-160.03

POST TEST: LA 51-160.03 Ability to Recall Events After Listening to a Story

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner says, "Listen carefully. I'm going to tell you a story."

Story: Jim and Jan went to look at birds. After a while, Jan said, "Let's stop and have some cake and milk." Just as Jan took a sip of milk, a frog took a big jump and lit on her lap. She gave a jump. Up went the glass. Down went the milk all over her dress."

The examiner says, "Now, I'm going to ask you about the story."

1. "Tell me - What were Jim and Jan looking for?"
2. "Who started to drink milk?"
3. "Where did the frog land?"
4. "Why did Jan drop her glass?"

SCORING:

The child passes if he responds correctly to three out of four items. Correct responses are (1) birds; (2) Jan; (3) in Jans lap; and (4) the frog made her jump.

LEARNING PACKAGE NUMBER: LA 51-165.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative and Expressive Skills
Developing logical conclusions to an unfinished story

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to develop logical conclusions to an unfinished story, the child will, when presented with sequenced pictures which tell an incomplete story, select the picture which concludes the story on all post test items.

SAMPLE TEST ITEMS: Given a sequence of pictures depicting an unfinished story, the child will select from two pictures the picture which completes the story.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have a sequence of pictures involving nursery rhymes. Take the concluding picture and place it with two from other stories. Have the child pick the one that concludes the whole sequence displayed.

2. Have two children play act the beginning of a nursery rhyme. Have two others that were watching get up and play act the ending. Discuss whether the ending went with the beginning with those that were watching.

3. The children listen to a record which tells an unfinished story. Pictures are displayed from which the children select one which completes the story.

4. The teacher uses a phonograph as the medium for the children to listen to and have the flannel board for the teacher and/or children manipulate flannel board figures to put them in the right order.

5. The teacher could select a child to tell a story with corresponding pictures. Taking a situation that is a common occurrence in their home,etc.

6. Logical con lusion concerning clothing suitable for the weather: Using the Peabody Kit and manikin, the teacher makes up a story about a child deciding on practical clothing for the day's weather. The children watch the clothing discussed and decide what the manikin should wear.

7. The teacher begins a short story. Then a child is selected to finish the story. The entire story has been recorded and is played back for the group to listen to and discuss.

8. POST TEST LA 51-165.03

POST TEST: LA 51-165.03 Developing Logical Conclusions to An Unfinished Story

MATERIALS:

Two picture pages, each with a three picture sequence; four picture cards

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner shows picture pages #1 to the child and says, "Look at these pictures. They tell a story." The examiner shows picture cards #1 and #2 to the child and says, "Which of these cards is the proper ending for the story?" Repeat for picture page #2 and picture cards #3 and #4.

SCORING:

The child passes if he identifies the correct picture in both items.

LEARNING PACKAGE NUMBER: LA 51-170.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Auditory Associative and Expressive Skills
Developing logical conclusions to an unfinished story

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to develop logical conclusions to an unfinished story, the child will, when the teacher has started a story orally, give an appropriate ending on all post test items.

SAMPLE TEST ITEMS: The teacher begins a short story: "Susan went to school one day without a raincoat and umbrella. When it was time to leave that day, it was raining." The child will then give a proper ending.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The children listen to a record which tells a story. The teacher stops the record before the ending and tells two different endings herself. The children select which one is the better ending. Let the children listen to the record again and hear if they picked the best ending.

2. Sharing Make-Believe Story Time
   Alternating turns, each child will tell a story they make up and let another child decide an appropriate ending. After several suggestions for an ending are made, the children should decide which is the best or most appropriate.

3. POST TEST LA 51-170.03

POST TEST: LA 51-170.03 Developing Logical Conclusions to an Unfinished Story

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner says, "Listen carefully. I'm going to tell you a story."

Story: "Susan went to school ond day without a raincoat and umbrella. When it was time to leave that day, it was raining."

The examiner says, "Now, you tell me what happened next?"

Repeat for second story: "A little girl named Nancy went to the store with her mother. Nancy was looking at toys and didn't notice when her mother left the toy department. She looked and looked, but she couldn't find her mother.

SCORING:

The child passes if he responds correctly to both stories. A correct response is the stating of at least one possible, logical event that could have followed the given events.

LEARNING PACKAGE NUMBER: LA 51-175.00

GENERAL CONTENT DESCRIPTION: Pre-School Language Arts
Visual Associative Skills
Ability to visually conceptualize a proper sequence

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to visually conceptualize a proper sequence of events, the child will, when presented with a series of three pictures, place them in the proper order of occurence. The child must correctly sequence two out of three sets.

SAMPLE TEST ITEMS: The child is presented with three pictures of a morning activity:

1. Picture of child getting out of bed.
2. Picture of child getting dressed.
3. Picture of child eating breakfast.

The child will place them in their proper order.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Sequential pictures of: (time of day)

sun rise	noon	sunset
getting out of bed	eating lunch	going to bed

2. Reading story and having a choice of three pictures relating to the story requiring the child to put them in proper sequence of occurrence.

3. Showing a group of pictures first (set of 3) while telling a story. Remove one picture and change the order of the remaining two. The child must retell the story, by looking at the remaining two. When the other picture is needed to complete the story, the child must ask for it.

4. The teacher tells a make-believe story with pictures to go along with it. The pictures will not be in sight while telling the story. Upon completion of the story, the child must arrange the pictures in the proper sequence of occurrence.

5. POST TEST LA 51-175.03

POST TEST: LA 51-175.03 Ability to Visually Conceptualize a Proper Sequence

MATERIALS:

Three picture cards

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner arranges cards in order CAB and says, "Move the pictures so they will be arranged in the proper order. What happens first, next and last?"

SCORING:

The child passes if he has the cards in the proper ABC order. If the proper sequence if from right to left (CBA), the examiner may ask the child, "Which is the first card", and credit if the child indicates Card A.

MATHEMATICS
INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING
PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

MATHEMATICS SKILLS

1. The ability to match equal sets of animate shapes. (MA 51-005.00)
2. The ability to match equal sets of geometric shapes. (MA 51-010.00)
3. The ability to discriminate sizes. (MA 51-015.00)
4. The ability to make comparisons such as big, bigger. (MA 51-020.00)
5. The ability to identify objects and classify them into sets. (MA 51-025.00)
6. The ability to describe sets (including empty set). (MA 51-030.00)
7. The ability to recognize small groups (2,3 and 4) without counting. (MA 51-035.00)
8. The ability to understand a one-to-one correspondence between sets. (MA 51-040.00)
9. The ability to understand equivalent sets. (MA 51-045.00)
10. The ability to understand non-equivalent sets.(> <). (MA 51-050.00)
11. The ability to label circle, square and triangle. (MA 51-055.00)
12. The acquisition of the concept of halves and wholes. (MA 51-060.00)
13. The ability to use mathematical terms such as: first, second, last, pair, partner, thin, fat, wide, narrow, deep, shallow, long, tall, short, big, little, low, high. (MA 51-065.00)
14. The ability to label a penny, nickel, dime and quarter. (MA 51-070.00)
15. The ability to count objects up to ten. (MA 51-075.00)
16. The ability to understand and to apply all of the combinations of two sets up to a total of five objects. (MA 51-080.00)
17. The ability to match numerals with corresponding sets (1,2,..5). (MA 51-085.00)

LEARNING PACKAGE NUMBER: MA 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Matching equal sets of animate shapes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to match equal sets of animate shapes, the child will, when presented with a picture of an animal, point to another like picture from a group of pictures on all post test items.

SAMPLE TEST ITEMS: Present a picture and have the child point to another just like it from a group of pictures.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Match cow: (picture of) horse, sheep, cow

2. Put tic-tac-toe board with the following pictures or shapes.

   Put appropriate shape here from this selection.

3. Designated boxes for each shape - competitive to see which child puts correct shapes in correct boxes.

4. Using set concept, make large rings and designate two animal shapes per ring.

horse	cat	cow
mouse	bird	dog

   Individual games - have a child sort and group the shapes.

5. Using Peabody Stimulus Animal Cards and rubber wild and farm animals, match a picture to the like object.

6. Watch the Spinning Wheel - A large cardboard wheel with pie shaped sections for picture inserts is used with a spinner in the middle. Make about 10 cards with pictures of animal shapes to match those on the wheel. One child or teacher spins the wheel arrow. When it stops on a shape, the children cover the picture which is similar to the one on the wheel, with small squares of paper. The child who covers up his card first wins the game.

7. POST TEST MA 51-005.03

POST TEST: MA 51-005.03 Matching Equal Sets of Animate Shapes

MATERIALS:

Two picture cards: cow, monkey, chicken, horse;

One picture of: kitty, lion, giraffe, dog

TESTING TECHNIQUE:

Only one child may be tested at a time. The child and the examiner may sit at a table. The examiner places pictures of all eight animals on the table in any arrangement. He shows the child a picture of a monkey and directs the child to, "Point to the one on the table that is just like this." Procedure is repeated for chicken, cow and horse.

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: MA 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Matching equal sets of geometric shapes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to match equal sets of geometric shapes, the child will, when presented with a shape, point to another like shape from a group of shapes on all post test items.

SAMPLE TEST ITEMS: Present a circle and have the child point to another circle from a group of various shapes.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Multiple choice: ○ ⟶ ○ △□
2. Match: ⟶ △ ⟷ △ (on a form board)
3. Match glass, cup, bottle, bottle, glass, cup (Place pictures of these objects on flannel board in mixed up order).
4. Use "Fit-a-shape" for individual practice on the particular shape giving the child trouble.
5. Find various objects from around the room. Discuss with the child what geometric form makes up that object - a ball is a circle, etc.
6. Have the child build with blocks. Then have him tell you what geometric forms make up his building - squares, triangles, etc.
7. Use "Geometrical Sorting Board". Name each shape as placed through the page.
8. Use "Invicta Attribute Blocks Class Set". Have child sort into like shapes in various circles drawn on the floor.
9. Tupperware "Shape-O" Ball.
10. Draw a row of geometric shapes across the top of a cardboard. Draw identical shapes in different order at the bottom of the card. Attach shoe laces under each figure in the top row. Punch holes over each shape in the bottom row for loose end of lace. The child matches the figures with string.

11. Have a box of geometric shapes (felt mounted on cardboard is good). Place one of the shapes in a child's hands (behind his back). Each child tells what shape he has without seeing the object.
12. POST TEST MA 51-010.03

POST TEST: MA 51-010.03 Matching Equal Sets of Geometric Shapes

MATERIALS:

Four picture cards (diamond, triangle, square, star)

Eight picture cards (circle, square, triangle, star, cylinder, rectangle, heart, diamond)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner places eight picture cards on the table in front of the child. The examiner shows card #1 to the child and says, "Point to the one on the table that looks just like this." Repeat for #2, #3 and #4.

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: MA 51-015.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Ability to discriminate sizes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate between sizes, the child will, when presented with a picture of an object, point to another like object of the same size with 100% accuracy.

SAMPLE TEST ITEMS: Present four circles (two of which are identical). Point to one of the identical circles and say, "Point to the one that is the same size as this one."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Playskool "Stacking Disc".
2. Childcraft "Learning Tower".
3. "Fit-a-Shape".
4. Use various sized boxes which can be fitted into each other. Also, use painted tin cans.
5. Tupperware "Shape-O-Ball".
6. Use puzzles with few shapes.
7. POST TEST MA 51-015.03

POST TEST: MA 51-015.03 Ability to Discriminate Sizes

MATERIALS:

Four picture cards (Two are the same size, another is larger, the fourth is smaller)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner places the four objects on the table in front of the child. He points to one of the identical objects and says, "Point to the one that is the same size as this one."

SCORING:

The child must answer correctly to pass.

LEARNING PACKAGE NUMBER: MA 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Ability to make comparisons such as
big, bigger

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to make comparisons such as big, bigger, the child will, when presented with two objects with different measurements and asked to identify the object which depicts the comparative form of the adjective, identify the correct object on all post test items.

SAMPLE TEST ITEMS: Present pictures of two objects of different sizes. Say, "Point to the one which is bigger."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Using objects such as balls, put the biggest first; the littlest last.
2. Using stories such as The Three Bears, have the children select big, middle-sized, smallest for the bowls, chairs and beds.
3. Use "Fit-a-Shape" puzzle forms.
4. Read book from Bowmar series, Little, Big, Bigger.
5. Instruct the children to show size using their hands. "Show me a long stick; a very short stick; a longer stick." Say, "With your hands, show me a little ball; a little circle; a bigger circle; the biggest circle you can make; the tiniest circle you can make."
6. POST TEST: MA 51-020.03

POST TEST: MA 51-020.03 Ability to Make Comparisons Such as Big, Bigger

MATERIALS:

Four cards (each has two pictures)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may sit at a table. The examiner presents card #1 to the child and says, "Point to the one which is smaller." Repeat for #2 (longer), #3 (taller), and #4 (shorter).

SCORING:

The child must answer all four correctly to pass.

LEARNING PACKAGE NUMBER: MA 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Ability to classify objects

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to identify objects and classify them into sets, the child will, when presented with a group of objects, sort them into groups with similar properties on all post test items.

SAMPLE TEST ITEMS: Present all objects together and have the child sort them into two categories.

Circles vs. Squares

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have the child identify each item in a group before he attempts to classify them.

2. Present a group of mixed animals - farm animals and pets and have the child group them into two categories.

3. Given a group of objects - figures of adult males and figures of small boys - have the child divide them into two groups.

4. Given a group of transportation vehicles - some cars and buses vs. airplanes, commercial and jet, have them categorize those vehicles on the ground vs. those vehicles in the air.

5. Present a mixed group of big circles and small circles. Have the child group into categories.

6. Present child with "Teddy Bear Counters". Have the child sort according to color.

7. Give child silverware. Have him sort according to type of pieces - knives with knives, etc.

8. POST TEST MA 51-025.03

POST TEST: MA 51-025.03 Ability to Classify Objects

MATERIALS:

Eight picture cards (four with animals and four with articles of furniture)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner arranges the eight cards in the specified order. He instructs the child to, "Put all the animals together and put all the articles of furniture together."

SCORING:

The child passes if he gets all four animals in one section and all four pieces of furniture in another.

LEARNING PACKAGE NUMBER: MA 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Verbal Expressive Skills
Ability to describe sets

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to describe sets, the child will, when presented with a set of objects, verbally describe the members of that set on two out of three post test items.

SAMPLE TEST ITEMS: Present a set consisting of three clowns and say, "Tell me about this set (or group) of things."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use plastic horses, cows and pigs in groups of threes. Ask individual children to describe each animal in the set.

2. Use three or more balloons of different sizes and shapes. Ask individual children to describe each balloon in the set.

3. Ask each child to describe all the pencils (not more than four) in a mixed set.

4. Find several objects that are colored red. Ask individual children to describe each item in the set.

5. Select three children from the group. Ask them to stand in front of the larger group. Several members of the larger group will describe each member of the smaller group.

6. Empty set: Have the children describe all the live elephants in the room, all the children with three heads, etc.

7. POST TEST MA 51-030.03

POST TEST: MA 51-030.03 Ability to Describe Sets

MATERIALS:

Nine picture cards (three clowns, three vehicles and three dogs)

TESTING TECHNIQUE:

Only one child may be tested at a time. The child and the examiner are seated at a table. The examiner spreads the three clown picture cards in front of the child and says, "Tell me about this group of things. What can you say about this set?" Repeat for (b) vehicles and (c) dogs.

SCORING:

The child passes if he responds correctly to two of three parts. A correct response to any part can be either (1) a general statement regarding a common name or property or (2) descriptions of each individual member.

LEARNING PACKAGE NUMBER: MA51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Recognizing small group (2, 3, and 4) without counting

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate the ability to recognize small groups (2, 3, and 4) without counting, the child will, when presented with various sets of 2, 3 and 4 members for one second only, tell the number of objects with 100% accuracy.

SAMPLE TEST ITEMS: Flash a set ($o^{o}o$) in front of the child for one second and then ask him to tell the number in that set.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use the flannel board for group work. Place one object on the board and ask how many things there are. Take it away and put two objects on the board. Then back to one. Then go to three, etc. Continue mixing up the number of objects, including the empty set.

2. Place a set of blocks in front of the child. Let him study them and then take them away. Have the child tell you how many were in that set.

3. Have the child walk around the room and point to things which have two parts, three parts, etc. Doll has two eyes, two ears, etc. A car has four tires, etc.

4. Flash cards at group of children with small groups of objects. The child saying the right number of objects first obtains the card. The child with the most cards at the end may flash the cards next time.

5. "Geometric Sorting Board" - use for recognizing small groups.

6. Have the child use "Primary Cut Outs" for flannel board. Have him make up various sets by placing them himself on the flannel board.

7. Use "Number Concepts" cards. Place all groups of 2's, 3's, etc. together.

8. Read and discuss stories involving number concepts such as The Three Bears, The Three Billy Goats, Gruff, and One, Two, Three, Four, (Owl Book).

9. POST TEST MA 51-035.03

POST TEST: MA 51-035.03 Recognizing Small Group (2, 3, and 4) Without Counting

MATERIALS:

Three picture cards (A) two triangles, (B) four hearts, (C) three circles).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner says, "I'm going to show you a card. I want you to look carefully and tell me how many things are on the card. Ready?" The examiner shows card A for one second, removes it and says, "How many things were on the card?" Repeat for cards B and C.

SCORING:

The child passes if he responds correctly to all three parts.

LEARNING PACKAGE NUMBER: MA 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Understanding one-to-one correspondence between sets

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the understanding of a one-to-one correspondence between sets, the child will, when presented with two equivalent sets, indicate that the members of the sets can be placed in a one-to-one relationship. This objective requires 100% accuracy.

SAMPLE TEST ITEMS: Place a set of three squares and a set of three bluebirds on the flannel board. Have the child connect the members of the sets by placing a line between the members.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Geometrical Sorting Board.
2. Geometric Insert Board.
3. "Fit-a-Shape".
4. The teacher places two Olympets rings on the floor. In one ring place three checkers; have the child place an equivalent set of crayons in the other ring.
5. Draw two circles with chalk on the floor and have the children construct equivalent sets that have a one-to-one correspondence.
6. Show a child an object and have him find another one like it. Stress that you have one and he has one.
7. The teacher prepares worksheets involving equivalent sets. Have the child connect the numbers of the sets with lines.
8. Use flannel board figures to make equivalent sets. Have the child connect the members of the sets (one-to-one) with flannel strips.
9. Draw on the chalkboard equivalent sets. Have the child connect the members of the sets with lines.
10. Place a line of blocks on the floor. Have the child do the same placing his blocks right next to yours and stressing the lines are the same.

11. Show children the one-to-one relationship between foot and shoe, child and chair, etc.

12. During snack time, have a child pass out one straw, one napkin and one treat to each child at his table.

13. On a flannel board, present a set of three birds and a set of three rabbits. Have the child match the birds to the rabbits by placing the members beside each other.

14. POST TEST MA 51-040.03

POST TEST: MA 51-040.03 Understanding One-to-One Correspondence Between Sets

MATERIALS:

Two laminated picture pages (three shoes and three socks; five rabbits and five circles)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner hands card A to the child and says, "The things in these sets can be placed in a one-to-one relationship. Draw a line from a member of this set (pointing) to a member of that set (pointing). Draw more lines so that each member of this set (pointing) is connected to only one member of that set (pointing)." Repeat for card B.

SCORING:

The child passes if he responds correctly on both cards. He must draw three lines on card A and five lines on card B.

LEARNING PACKAGE NUMBER: MA 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Equivalent Sets

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate an understanding of equivalent sets, the child will, when presented with three sets, two of which have the same number of elements, point to the two which have the same number of elements on all post test items.

SAMPLE TEST ITEMS: Present the child with three sets, two of which have the same number of elements and say, "Point to the two which have the same number of things in them."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Place a box with a certain number of objects in it in front of the child. Have him fill a box to make it just like the first one. This objective should be taught in conjunction with one-to-one correspondence. However, care should be taken to differentiate between a one-to-one correspondence between members of two sets and a one-to-one correspondence between the sets themselves.

2. On the flannel board, arrange a set of three members (pear, star and rabbit). Have the child arrange another set having the same number of members (not necessarily the identical members).

3. Use the Peabody Animal Family Cards to discuss sets. Have two sets of three animals and a set of four animals. Do the following with each picture: Say, "Find the mother in this picture."
   "Find the baby which is walking."
   "Find the baby which is resting."
   Discuss with the children the difference in numbers.

4. Request a child to find three children wearing slip-on shoes and find four children wearing tie shoes. The teacher points to the group of three and says to the child, "Find the same number of children wearing tennis shoes as are wearing slip-ons." Now, have one child from each group sit down. Repeat this until only one child remains standing from the "tie-shoes" group. Discuss the number and size of the groups.

5. Arrange five children in a semicircle. Ask a child to choose enough children to occupy the chairs.

6. POST TEST MA 51-045.03

POST TEST: MA 51-045.03 Equivalent Sets

MATERIALS:

Nine picture cards:	A.	2 triangles
	B.	3 squares
	C.	2 circles
	D.	Rabbit and apple
	E.	Bird and circle
	F.	Square, apple and circle
	G.	2 stars
	H.	2 stars
	I.	1 star

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places cards A,B, C in front of the child and says, "Point to the two which have the same number in them." Repeat for D,E,F and G,H,I.

SCORING:

The child passes if he responds correctly to all three parts.

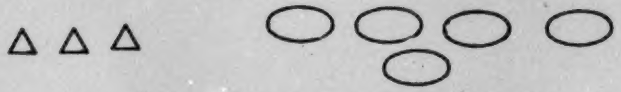
LEARNING PACKAGE NUMBER: MA 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Non-equivalent sets

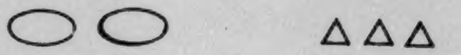
PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate that the child understands non-equivalent sets, the child will, when presented with two sets each having a different number of items, (not to exceed five), point to the one which has more items on all post test items. Presented with a similar situation, he will point to the one with fewer items on all post test items.

SAMPLE TEST ITEMS: Have the child point to which set is greater.



Have the child point to the set which has fewer items.



PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

This objective should be taught in conjunction with one-to-one correspondence and equivalent sets. When a child places the members of two non-equivalent sets in a one-to-one correspondence, he will "discover" that there are members left over in one set.

1. Put two sets of objects on the flannel board and have the child tell whether they are matched according to number or are different.

2. Pile blocks in two groups on the floor (having a different number in each) and have the child build a tower with the set that has the most in it.

3. Place a box with a certain number of objects in it in front of the child. Have him fill a box to make it just like the first one. Have him take an object out of his box and tell you then which one has the most in it.

4. Cuisenaire rods - activities with these.

5. Flannel board activity - Using three children in each group, the teacher puts up figures of two children together. She also puts up one figure of another child apart from the others. The children must move apart - two together - one alone. The teacher asks, "How many children are standing together? How many are standing alone?" She then would regroup them, asking, "How many are together now?"

6. Fishing Game: Each child is told he can fish (20 seconds) with his hook to see how many he can catch. The number of fish of all the children will be compared to see who caught the most, etc. These fish can be made out of construction paper and paper clips can be used for hooks.

7. POST TEST MA 51-050.03

POST TEST: MA 51-050.03 Non-equivalent Sets

MATERIALS:

Four picture cards:	A.	3 triangles
	B.	5 circles
	C.	2 diamonds
	D.	4 squares

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner shows cards A and B and says, "Which one of these has the greater number of objects? Which set is larger?" Repeat for Cards C, D.

Repeat the above using "lesser number" and "smaller" for (1) cards B, C and (2) cards A, D.

SCORING:

The child passes if he responds correctly to all four parts.

LEARNING PACKAGE NUMBER: MA 51-055.00

GENERAL CONTENT DESCRIPTION: Pre-School Math
Associative Skills
Labeling of circle, square and triangle

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to label a circle, a triangle, and a square, the child will, when shown one of the above shapes, say the name of the shape on all post test items.

SAMPLE TEST ITEMS: The child will say the name of the shape which the teacher holds up.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher holds up (one at a time) a circle, square and triangle. The child says the name of each shape. P. Mooney Stick lights up when correct.

2. (Indep. Work) Two children "quiz" each other using above-mentioned shapes. One child selects objects (one of shapes) and the other says the name. (After progression to ind. level).

3. Have the children name the shapes on the geometric sorting board.

4. Invicta attribute blocks class set (Dick Blick).

   a. Circles:
      (1) objects such as balls, wheels, sun, moon, oranges, apples, cookies, plates, rings, etc.
      (2) identify shapes needed to make a snowman.
      (3) make a circle for games; put chairs in circle; lay your rugs in a circle.

   b. Triangle:
      (1) art-identify the triangle shape to make may baskets; a triangle shape for constructing a house top; etc.
      (2) identify the triangle in the rhythm band instruments

   c. Square:
      (1) Find objects in the room to label such as windows, blocks, books, furniture, puzzles, etc.

   d. Construct mobiles of geometric shapes and have children label them.

5. Large shapes may be drawn on the floor for children to walk on. Have the children walk to music. When the music stops, child must name the shape.

6. Make a mural of an old-fashioned train using pre-cut circles, squares, and triangles.

7. POST TEST MA 51-055.03

POST TEST: MA 51-055.03 Labeling of Circle, Square and Triangle

MATERIALS:

Three picture cards (circle, triangle, square)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated. The examiner shows Card A to the child and says, "What is this? What is the name of this?" Repeat for B and C.

SCORING:

The child passes if he responds correctly to all three parts. He must orally state the names of the geometric shapes.

LEARNING PACKAGE NUMBER: MA 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Associative Skills
Concept of halves, wholes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the acquisition of the concept of halves and wholes, the child will, when presented with pictures representing an object and one-half of that object, select the half (or whole) upon the teacher's request with 100% accuracy.

SAMPLE TEST ITEMS: Show the child two shapes (○ ◠) and say, "Point to the half circle."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use paper, food and other things which can be cut in half to demonstrate wholes and two halves.
2. Put halves and wholes of various objects and shapes on the flannel board. Have the child group (in a set) all of the wholes. Another exercise would require grouping of halves.
3. Provide for sharing in terms of "half an apple", "a whole cookie", and "half a sandwich".
4. Plan situations requiring use of half a sheet of paper, etc.
5. Use vocabulary in comparing blocks and other objects as to size as "half as big", etc.
6. POST TEST MA 51-060.03

POST TEST: MA 51-060.03 Concept of Halves and Wholes

MATERIALS:

Three picture cards (each has a whole object and a half object)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated. The examiner shows card A and says, "Point to the half______." Repeat for card B, saying, "Point to the whole ________." and for card C, saying, "Point to the half________."

SCORING:

The child passes if he responds correctly to all three parts.

LEARNING PACKAGE NUMBER: MA 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Verbal-Expressive, Visual-Associative
Ability to use mathematical terms

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use mathematical terms such as big and little, the child must successfully complete two out of three of the post test items.

SAMPLE TEST ITEMS: Show the child a picture depicting a tall figure and a short figure. Say, "One of these is tall and one is short. Which one is this (pointing to the tall one)?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher lets the children handle objects involved. When asked to tell which is which (big or little), the child says math terms. If correct, he selects next child to answer.

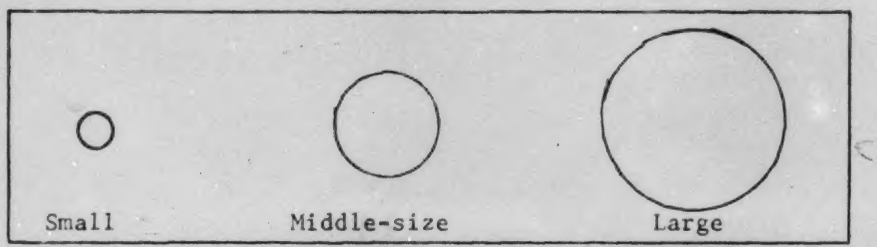
2. Have group of paired objects of big and little sizes. One child selects one object (whether big or little). Another child selects its partner. Both tell what size the object is.

3. First, last - the teacher puts two children in a line facing the group. The children must point to the first and the last. A verbal response of first and last is also necessary.

4. Introduce second next group children in line. Have children point and say what position children are in using first, second, next, last.

5. Use Milton Bradley flannel board set No. 7824 on opposites involving mathematical terms: tall and short, fat and skinny, high and low, and big and little.

6. Use "Fit-a-Shape" form board. The child identifies the big form, the middle-sized form, and the small form.



7. Stories involving big, middle-sized, small: The Three Bears
The Three Billy Goats Gruff

8. For short, wide, long, have discussions on the following:
Our school day is shorter than theirs.
Show me the shortest step you can take; the widest step; the longest step.
John should not race with Billy because Billy's legs are much shorter. The race would not be fair.

9. Play games involving pairs of children: Pease Porridge Hot, London Bridge, Too Late for Supper. The children can group themselves in pairs and then say the name of their partners.

10. Discuss half. Have each child break his cookie in half at lunch break.

11. POST TEST MA 51-065.03

POST TEST: MA 51-065.03 Ability to Use Mathematical Terms

MATERIALS:

Picture page (3 objects in a line)
Three picture cards (tall-short, wide-narrow, deep-shallow)
Picture page (big, small, middle sized)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner shows page A to the child and says, "One of these is first, one is second, and one is last." The examiner points to first and says, "Which one is this?" Repeat for last, second.

The examiner shows picture card A to the child and says, "One of these is tall and one short." He points to the tall figure and says, "Which one is this?" Repeat for cards B,C while pointing to wide, deep.

The examiner shows picture page B to child and says, "One of these is biggest, one is smallest and one is middle-sized." The examiner points to smallest and says, "Which one is this?" He points to biggest and middle-sized and repeats the question.

SCORING:

The child passes if he responds correctly to two out of three subtests. A correct response on any subtest is 100% correct.

LEARNING PACKAGE NUMBER: MA 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Verbal Expressive Skills
Use of vocabulary related to money

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to determine the ability to label money (penny, nickel, dime and quarter) the child will, when presented with each coin, label it correctly.

SAMPLE TEST ITEMS: Show the child a quarter and ask him to tell you what it is.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Place all five items on the table and have the child point to each as you give its name.

2. Place all five items on the table and show the child one of them for one second. Have him pick out one which was just like it and have him tell you what it is.

3. Have children in circle. One comes up and picks coin out of box and then picks another child to tell the name of it. If he knows the name, he may come up and draw. If he doesn't, the child must call on another person.

4. Place all five coins on the table. Let the child see all of them. Remove the dollar while the child has his back to you. The child will guess which one is missing. Then remove two and have him guess which two are missing, etc.

5. Put three coins together on a table, two dimes and one nickel. Which two are the same? What are they called? Which one is different? What is it called?

6. POST TEST MA 51-070.03

POST TEST: MA 51-070.03 Use of Vocabulary Related to Money

MATERIALS:

Four coins (penny, nickel, dime, quarter)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner holds the quarter and says, "What is the name of this coin?" Repeat for penny, dime and nickel.

SCORING:

The child passes if he correctly identifies all four coins.

LEARNING PACKAGE NUMBER: MA 51-075.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Associative Skills
Ability to count objects up to ten

PREREQUISITES: MA 51-035.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to count objects up to ten, the child will, when presented with ten objects (such as blocks), point to each item and count to ten, using a one-to-one correspondence with 100% accuracy.

SAMPLE TEST ITEMS: Show the child a picture of ten blocks, and say, "Count the blocks with your finger."

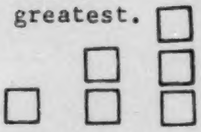
PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use a number line (objects instead of numerals - teacher-made). Count each object in one-to-one correspondence.

2. Use many different objects in sets of ten and count in one-to-one correspondence with objects being counted (animate and inanimate objects).

3. Place sets of objects in order according to the number of objects in each set, from the least to the greatest.



4. Use finger plays that count objects to ten in one-to-one correspondence.

5. Use songs (same as four).

6. At dismissal time, a child may touch the heads of ten children and count to 10 (1 to 1).

7. Use flannel board objects - counting to 10 (1 to 1).

8. Use blackboard to draw objects to be counted (1 to 1).

9. Obtain a small box that is open at the top. Punch holes in each end of the box near the top and use a double string with ten buttons on the string. Children move the buttons across the string counting from 1 to 10.

10. POST TEST MA 51-075.03

POST TEST: MA 51-075.03 Ability to Count Objects Up to Ten

MATERIALS:

Two picture cards (10 objects on each)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated. The examiner presents card A and says, "Count these things with your finger." "Point to them as you count." Repeat for card B.

SCORING:

The child passes if he counts correctly on both cards. He must point to the objects as he says the number in consecutive order.

LEARNING PACKAGE NUMBER: MA 51-080.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Association Skills
Ability to understand and to apply all of the combinations of sets up to a total of five objects

PREREQUISITES: MA 51-075.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to understand and apply all of the combinations of two sets up to a total of five objects, the child will, when presented with two sets (such as blocks), combine (add or subtract) the two sets into a single set on all post test items.

SAMPLE TEST ITEMS: Present a picture of three squares and ask, "How many squares are here?" Present a picture of two squares and ask, "How many squares are here?" Then ask, "How many are there altogether?"

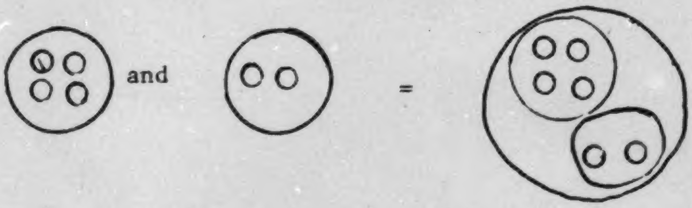
PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

It is important that the child be allowed to utilize concrete objects until he thoroughly understands the concept involved. He should physically combine the various sets that he is working with.

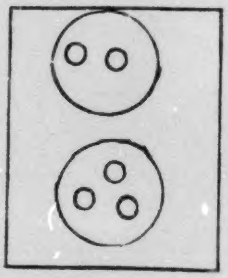
1. Use bottle caps to form two sets. Then combine the two sets.

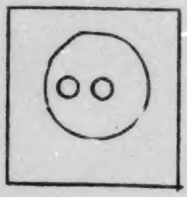
Example:



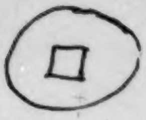
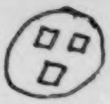
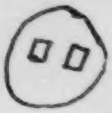
2. Demonstrate combinations first with concrete objects, then use the blackboard to illustrate combinations.

3. Separate some sets from a set. (Introduction of subtraction)
Ask the child to take two away from the first set - how many left?





4. Have the child indicate the set which when combined with

 make  answer 

Variations of the above activities should be used. Use different objects and different media (flannel board, chalk board, etc.

5. POST TEST MA 51-080.03

POST TEST: MA 51-080.03 Ability to Understand and to Apply All of the Combinations of sets up to a Total of Five Objects

MATERIALS:

Four picture cards:
- A. 1 square
- B. 2 squares
- C. 3 squares
- D. 4 squares

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated. The examiner presents card A and asks, "How many squares are here?" The examiner presents card B and asks, "How many squares are here?" Then ask, "How many squares are there altogether?" Repeat for cards B and C.

The examiner presents card D and says, "How many squares are here?" He presents card A and says, "How many are here?" Then, "If you take this many (points to A) away from this many (point to D), how many are left?" Repeat for B and C.

SCORING:

The child passes if he responds correctly to all four parts.

LEARNING PACKAGE NUMBER: MA 51-085.00

GENERAL CONTENT DESCRIPTION: Pre-School Mathematics
Visual Association Skills
Matching numerals with corresponding sets

PREREQUISITES: MA 51-035.03, MA 51-075.03 and MA 51-080.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to match a numeral with the corresponding set, the child will, when presented with a set (1,2,..5), select the corresponding numeral from a group of numerals on all post test items.

SAMPLE TEST ITEMS: Present a card depicting three items and cards depicting the numerals 1,2,..5. Ask the child to select the correct numeral.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Number-ite by Judy.
2. Matchmates by Creative Playthings.
3. Peabody Lessons.
4. Flannel Board Activities.
5. Continental Press Worksheets on Math - Level I
6. Walt Disney Learning Games - Numbers
7. POST TEST MA 51-085.03

POST TEST: MA 51-085.03 Matching Numerals with Corresponding Sets

MATERIALS:

Ten picture cards (five numerals, 5 sets of objects)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated. The examiner places the five numeral cards on the table. He presents card F and says, "Find the numeral that goes with this set." Repeat for cards G, H, I, J. Pairs of cards may be removed as they are matched by the child.

SCORING:

The child passes if he responds correctly to all five parts.

SCIENCE

INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING

PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

SCIENCE SKILLS

The Process Skills:

1. Observing and discriminating objects based on a single property. (SC 51-005.00)
2. Observing and discriminating objects based on more than one property. (SC 51-010.00)
3. The ability to classify objects. (SC 51-015.00)
4. The ability to predict (developing hypotheses). (SC 51-020.00)
5. The ability to infer logical conclusions based on observation. (SC 51-025.00)

Knowledge of Factual Information:

6. Basic needs of man. (SC 51-030.00)
7. Animal habitats. (SC 51-035.00)
8. Basic needs of animals. (SC 51-040.00)
9. Animal movement. (SC 51-045.00)
10. Plant needs. (SC 51-050.00)
11. Weather instruments. (SC 51-060.00)
12. Forms of precipitation (rain, snow). (SC 51-065.00, SC 51-070.00)
13. Measurement instruments. (SC 51-080.00)

LEARNING PACKAGE NUMBER: SC 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Observing and discriminating objects based on a single property.

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate shape, sound, size and color, the child will successfully complete each of the post test items.

SAMPLE TEST ITEMS: Show the child various colored cards (including red) and say, "Show me the red card."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-030.00, designed to utilize and teach these skills while teaching factual material.

2. POST TEST SC 51-005.03

POST TEST: SC 51-005.03 Observing and Discriminating Objects Based on a Single Property

Subtest 1:

MATERIALS:

Tape cassette and tape player.

TESTING TECHNIQUE:

Only one student may be tested at a time. The examiner plays the record in some area where other students are not disturbed. The examiner directs the student to, "Tell me if the following sounds are the 'same' or 'not the same'. Listen carefully because the sounds cannot be repeated." The examiner uses the first pair of sounds (bell, knock) as a sample. The other pairs are (1) drum, drum; (2) clap, tambourine; (3) siren, car horn; (4) telephone ring, telephone ring.

SCORING:

The child must answer correctly three of the four items to pass.

Subtest 2:

MATERIALS:

Four picture cards: diamond, triangle, square, star

Eight picture cards: circle, square, triangle, star, cylinder, rectangle, heart, diamond

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at the table. The examiner places eight picture cards on the table in front of the child. The examiner shows card #1 to the child and says, "Point to the one on the table that looks just like this." Repeat for cards #2, #3, and #4.

SCORING:

The child must answer all four correctly to pass.

Subtest 3:

MATERIALS:

Four picture cards - (two are the same size, another is larger, the fourth is smaller).

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child may be seated at a table. The examiner places the four objects on the table in front of the child. He points to one of the identical objects and says, "Point to the one that is the same size as this one."

SCORING:

The child must answer correctly to pass.

Subtest 4:

MATERIALS:

Six colored cards (red, blue, yellow, green, orange, purple)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places all colored cards on the table and says, "Show me the red card." Repeat for the other five colors.

SCORING:

The child passes if he correctly identifies all six colors.

OVERALL SCORING:

The child passes the discrimination test if he passes all four subtests.

LEARNING PACKAGE NUMBER: SC 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Multi-Sensory Associative Skills
Observing and discriminating objects based on more than one property

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate that the child has adequate observation skills, the child will, after observing an object, be able to identify it by size, color, shape, or any other discriminating characteristics on all post test items.

SAMPLE TEST ITEMS: Given four pictures varying in color, size and shape, the child will select the small, blue circle.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-030.00, designed to utilize and teach these skills while teaching factual material.

2. POST TEST SC 51-010.03

POST TEST: SC 51-010.03 Observing and Discriminating Objects
Based on More Than One Property

MATERIALS:

Four picture cards (large blue circle, small blue circle, large green triangle, small red square)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places all cards on the table and says, "Point to the small blue circle."

SCORING:

The child passes if he correctly identified the small blue circle.

LEARNING PACKAGE NUMBER: SC 51-015.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Visual Associative Skills
Ability to classify objects

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to classify objects, the child will, when presented with a group of objects, sort them into groups with similar properties with 100% accuracy.

SAMPLE TEST ITEMS: Present various pictures of furniture and animals together and have the child sort them into the proper groups.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-030.00, designed to utilize and teach these skills while teaching factual material.

2. POST TEST SC 51-015.03

POST TEST: SC 51-015.03 Ability to Classify Objects

MATERIALS:

Eight picture cards (four with animals and four with articles of furniture)

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner and the child are seated at a table. The examiner arranges the eight cards in the specified order. He instructs the child to, "Put all the animals together and put all the articles of furniture together."

SCORING:

The child passes if he gets all four animals in one section and all four pieces of furniture in another.

LEARNING PACKAGE NUMBER: SC 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Associative Skills
Ability to predict (developing hypotheses)

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to develop hypotheses, the child will, when presented with a problem, be able to formulate a hypotheses concerning the problem 100% of all presentations.

SAMPLE TEST ITEMS: Show the child a picture of a plant and ask, "What will happen if we don't water the plant?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-030.00, designed to utilize and teach these skills while teaching factual material.
2. POST TEST SC 51-020.03

POST TEST: SC 51-020.03 Ability to Predict (Developing Hypotheses)

MATERIALS:

One picture card (plant)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the card to the child and says, "What will happen if we do not water this plant?"

SCORING:

The child passes if he states any event related to the plant. It need not be logical.

LEARNING PACKAGE NUMBER: SC 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Associative Skills
Inferring logical conclusions based on observations

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to infer logical conclusions based on observations, the child will, when allowed to observe a consequence of variables manipulated by the teacher, draw conclusions consistent with his observations. The child must have 100% accuracy.

SAMPLE TEST ITEMS: The teacher places a candle on the table and puts a cover over it. She asks, "Why did the candle go out?" He answers, "Because you put the cover over it. It couldn't breathe."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-030.00, designed to utilize and teach these skills while teaching factual material.
2. POST TEST SC 51-025.03

POST TEST: SC 51-025.03 Inferring Logical Conclusions Based on Observations

MATERIALS:

Three picture cards (lighted candle, jar over the candle, and unlit candle)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the three cards in sequence (A, B, C) and says, "Why did the candle go out?"

SCORING:

The child passes if he gives a logical reason that is related to the jar and candle.

LEARNING PACKAGE NUMBER: SC 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Basic needs of man

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of the basic needs of man, the child, when asked what things man needs to live, will identify the needs as water, air, food, and shelter. He must identify three of the four needs.

SAMPLE TEST ITEMS: Presented with pictures depicting the basic needs of man mixed in with incorrect alternatives, the child will point to three of the four needs.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. We need air - To demonstrate the need for air, children can try to hold their breath. We can do this only for a short period of time. Tie a string around a child's chest when he has exhaled. Measure its length using a tape measure. Let the child inhale and watch the tape move. Take a new measurement to draw attention to how much bigger their chest is when it is full of air.

2. We need clothing and shelter - Have a seasonal fashion show. Children can model clothing appropriate for the different seasons of the year.

3. We need food and water - This could be developed into a health unit on proper foods or a nutrition unit on different food or a social studies unit on foods from many lands.

4. Human Body:

    a. The body itself - Discuss bones, muscles and teeth. What does blood do and does it flow through the body? Internal Organs - Learn the location and purpose of the heart, lungs, stomach esophagus, larynx. Learn the importance of the eyes and ears. Learn care of eyes and ears.

    b. Health concepts - What does it mean to be healthy? Discuss good health habits, personal hygiene. Discuss the importance of the doctor and dentist. Demonstrate how we brush our teeth, the proper way to clean our hands, etc.

    c. We have a heart beat - Let the children listen to their heartbeats and one anothers. In connection with a discussion of blood circulation, children may learn to feel the heartbeat "long distance" by way of the pulse. Let the children listen to a partner's heartbeat, before and after strenuous activity.

5. POST TEST SC 51-030.03

POST TEST: SC 51-030.03 Basic Needs of Man

MATERIALS:

Six picture cards (glass of water, food, house, wind and sky, ball, telephone)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places all six cards on the table and says, "Show me all the things that man has to have in order to live. Pick only those things that are absolutely necessary." If the child picks one or two items and stops, the examiner may prod once by saying, "Are there any more?"

SCORING:

The child passes if he selects three of the four needs and does not select either of the two unnecessary items.

LEARNING PACKAGE NUMBER: SC 51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Animal habitat

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of animal habitats, the child will, when presented with two groups of pictures, one group showing the animal and the other group showing animal habitats, match the animal with its habitat with 100% accuracy.

SAMPLE TEST ITEMS: Direction by teacher: Given individual pictures of a dog, cow and lion and individual pictures of a dog house, a barn and a jungle, the child will put the picture of the dog by the picture of the dog's habitat.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Discuss common pets such as dog and cat and where they live.

2. Discuss animals that live in the water, on the land, in the jungle and on the farm. Present appropriate pictures to accompany each discussion.

3. Utilize filmstrips.

4. Discuss zoo animals and where they come from.

5. Designated boxes for each animal shape - competitive to see which child puts correct shapes in correct boxes.

6. Using set concept, make large rings and designate two animals shapes per ring:

horse	cat	cow
mouse	bird	dog

Individual game - have a child sort and group the shapes.

7. Using Peabody Stimulus Animal Cards and rubber wild and farm animals, match a picture to the like object.

8. Watch the Spinning Wheel - A large cardboard wheel with pie shaped sections for picture inserts is used with a spinner in the middle. Make about ten cards with pictures of animal shapes to match those on the wheel. One child or teacher spins the wheel arrow. When it stop on a shape, the children cover the picture which is similar to the one on the wheel with small squares of paper. The child who covers up his card first wins the game.

9. Provide a wide-mouthed quart jar with a tall tin can as center spacer, closed end up. Force damp soil in space between can and jar to level of top of can. Cover with a thin layer of sand. Add earthworms. Cover jar with sleeve of black paper. Leave undisturbed for several hours. Remove sleeve and observe. Worms will find their way to earth section and leave castings on sand. Channels of passage in soil will show through the glass.

10. Animal cage for small animals - Fasten five cake racks at corners with soft wire. Use a sixth rack for a cover. Or use a screen-wire tacked to stout wooden box.

11. Critter cage - Roll copper wire screen to fit an aluminum cake pan. Put one pan for top, the other for bottom. Join the edges of the screen together with a single strand of copper wire removed from the cut edge.

12. Terrarium - for turtles, lizards, snakes. Use a large empty paste jar on its side. Cover the bottom with coarse charcoal, then sand or soil. Small succulents or ferns and moss may be planted.

13. Aquarium - A large paste jar may again be used. Bottom may be covered with gravel, then sand, and water plants set in. If fish are to be introduced, about 20 square inches of water surface should be allowed for each inch of fish, and water snails procured as scavengers. If the aquarium is carefully balanced, it will be unnecessary to change the water.

14. Earthworms - Make a worm terrarium out of a large jar. Cover the bottom with sand and leaves, add some soil and twigs and moisten thoroughly. Feed the worms cornmeal, coffee grounds, cabbage leaves and brown sugar. They like a dark cool place. You may want to make worms out of play dough as a result of watching them. Make a small terrarium too.

15. Ants - An ant farm can be made out of a mason jar by removing the metal sealer lid and using two circles of window screen cut the exact size. Any ants may be used as long as they are taken from the same hill. Fill container with dirt to about an inch from the top and then add a little water.

16. Classify animals according to wild and domestic.

17. Group animals according to animal habitats - those that live in trees, in the ground, etc.

18. Display separately or compare different types of nests. Use books and pictures to supplement, brightly colored pictures of birds, nests, trees with nests, etc. Display type of insect along with its particular nest.

19. Present a group of mixed animals - farm animals and pets, and have a child group them into two categories.

20. Given four animal pictures (kangaroo, giraffe, dog and elephant), the child will select:

    (a) biggest, fattest, grey
    (b) small, short legs, and a long tail

    (c) long neck, and spotted.

21. POST TEST SC 51-035.03

POST TEST: SC 51-035.03 Animal Habitats

MATERIALS:

Ten picture cards (five animals, five animal habitats)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the ten cards on the table (five animals in one row, five habitats in another) and says, "Put the animals together with the places they live. Do it for all animals."

SCORING:

The child passes if he correctly matches all five animals with their habitats.

LEARNING PACKAGE NUMBER: SC 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Needs of animals

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the knowledge of animal needs, the child will, when asked what things animals need to live, identify the basic needs consisting of air, food and water with 100% accuracy.

SAMPLE TEST ITEMS: Presented with pictures depicting the basic needs of animals mixed in with two incorrect alternatives, the child will point to all three needs.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Observe a guinea pig with six various foods placed within his pen. The child must observe and point out which foods have been eaten most by the pig.

2. Given four rubber animals, the child will select the animals on the basis of the teacher's descriptions.

3. Peabody Lesson 24, 49, 72, 77, 96 (Characteristics of Animals).

4. Hatching chickens - make incubator (if one is not available) out of a styrofoam cooler and a 25 watt light laid across top, under the cover. Many questions should be answered: (a) Why do we turn the eggs? (b) Why do we keep them warm?

5. Feeding fish - Why does the fish swim to the top of the water?

6. An aquarium is sure to stir the imagination and curiosity of children. The graceful form, motion, and striking coloration of fish in an environment relatively foreign to youngsters, holds them in fascination. Flat sided fish bowls or aquarium tanks with glass covers are best. A cover is needed to keep the fish from jumping out, reduce evaporation loss, and prevent dust and other matter from entering the water. Use goldfish, guppies and other inexpensive tropical species. Stock the tank with sand, water plants, and a few decorative items. Try introducing snails and baby catfish. Have children watch to see how fish breathe, eat, swim, rest, and perhaps reproduce.

7. Rabbits, of the tame and domesticated variety, make excellent classroom pets. This friendly animal can and should be allowed the freedom of the room for adequate exercise. A large cardboard box serves well for a house, which should be replaced promptly when soiled. Line the bottom with paper and change often. Provide a heavy non-tipable container for water and food which should consist of dry dog food, lettuce and carrots.

8. It's fascinating to have bird pets in the classroom. Baby chicks or ducks make classroom friends. These may be housed in a cage or box and should be provided with adequate food (feed grain) and a constant supply of water. The bottom of the container should be well lined with paper to absorb the droppings and it is also helpful to add sawdust or shredded newspaper for added absorption and warmth. The container should be cleaned as necessary.

9. Observe small animals with a magnifying glass. Have each child observe a particular animal. Instruct him to notice something about the specimen and keep it a secret. Children can then tell observations and see how many noticed the same characteristics.

10. Play a game of identification by touch. Have a box which may contain a piece of fur, a shell, a bone, claw, feather, rabbit's foot, starfish, etc.

11. Mount a large outline of a bird on tagboard. Children can bring in feathers and glue them on the plaque.

12. Collect caterpillars and watch them make a cocoon or chrysallis and emerge as butterflies.

13. Animal heartbeats - Show the children the stethoscope. If the gerbils have become tame enough to stay still, listen to their hearts beating. If other pets can be brought into the classroom, listen to their hearts beating.

14. Picture and experience chart - Have children collect pictures of animals. Label each picture and write descriptions. These descriptions may include color, size, type of food, where they live, etc.

15. Obtain fertile eggs from a farm or chick hatchery. Set up a chick incubator. Put the eggs in and care for them over the next 21 days as recommended until they hatch. Let the children listen to their movements with the stethoscope during the last week.

16. Have children find pictures of animals and their babies and discuss whether or not the young look like their parents. Have a mated pair of gerbils in the classroom. It will be most meaningful to the children to discuss this concept of animal reproduction when the gerbils have their first litter of young.

17. Follow the life cycle of the fish in the aquarium and watch the young as soon after they are born as possible. Observe the growth of fish and keep an experience chart of developments in their life cycle.

18. Read books about animals and their young. Cut out pictures of babies and parents, if available, and play matching games.

19. Classroom pets will naturally create much excitement. Some suggestions for classroom pets: fish, turtles, salamanders, rabbits, guinea pigs, gerbils, hamsters, birds, etc. Make some general rules for the care and feeding of the pets such as: (1) know what to feed the pets, (2) keep their homes clean, (3) be sure they have enough water. But, be sure to let the children feed and handle the pets themselves. Stress gentleness. Display books and pictures nearby.

20. Put a bird feeder outside the school window so the children can easily see the birds. Let the children help put food in the feeder. Help them also distinguish different types of birds by using books and pictures.

21. POST TEST SC 51-040.03

POST TEST: SC 51-040.03 Needs of Animals

MATERIALS:

Five picture cards (wind and sky, grass, water trough, train and pencil)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places all cards on the table and says, "Show me the things that animals need in order to live. Pick only those things that are absolutely necessary." If child picks one or two items and stops, the examiner may prod once by saying, "Are there any more?"

SCORING:

The child passes if he selects all three appropriate cards and does not select either of the two incorrect items.

LEARNING PACKAGE NUMBER: SC 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Animal movement

PREREQUISITES: None

BEHAVIORAL OBJECTIVES. To demonstrate the knowledge of animal movement, the child will, when presented with pictures of different animals, verbally identify the movement or movements of each animal with 100% accuracy. Movement will be described in terms such as galloping, climbing, walking, running, hopping, swinging, crawling, and jumping.

SAMPLE TEST ITEMS: Present the child with a picture of a rabbit, and say, "Tell me how the rabbit moves."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Field trips - pet store, farm, etc.

2. Film or film strip concerning animals.

3. Comparison of animals - use rubber animals, pictures, etc. "Why do birds fly and dogs don't?" When a dog's chasing a cat, why does a cat head for a tree?

4. We can move - We have a wide range of possible movements. What kinds of movements make a man different from an animal? Experiment with the various ways in which the children can move around on their two legs. Play rhythmic music for children to move by - hopping, running, skipping, etc. Children can move like different kinds of animals.

5. POST TEST SC 51-045.03

POST TEST: SC 51-045.03 Animal Movement

MATERIALS:

Three picture cards (horse, rabbit, snake)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the picture of a horse and says, "How does this animal move?" Repeat for rabbit and snake.

SCORING:

The child passes if he responds correctly to all three parts.

LEARNING PACKAGE NUMBER: SC 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Knowledge of plant needs

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the knowledge of plant needs, the child will be able to identify plant needs as water, soil and sunshine. The child must identify all plant needs.

SAMPLE TEST ITEMS: Presented with pictures depicting the basic needs of plants, together with incorrect alternatives, the child will point to all three correct pictures.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Observing various types of seeds - size, color, etc.

2. Observation of various stages of plants - dig up one seed every week to see how stages of growing progress.

3. Bean seed between cotton and jar filled with water - observe growth.

4. Observe growth periods of various plants, such as radish, bean, and corn.

5. Observe leaves of various plants.

6. Observe roots of slip growing in water.

7. Growing plants - plant a number of bean plants and arrange so that they will be growing under various conditions:

   (a) Put one in dark and one in light.
   What happens to the plants?
   Why is one small and weak looking?

   (b) Plant a seed in one planter, a pebble in second and nothing in the third. Take care of all in the same manner. Why did only one grow?

   (c) Take two plants - water one and not the other.
   Why is the dirt in one planter dry and the dirt in the other one wet?
   Why did the one grow and not the other?

   (d) Why do we plant in the spring?

8. Plant one seed in soil and one seed in rocks. Take care of them the same way. Why did only one grow?

9. POST TEST SC 51-050.03

POST TEST: SC 51-050.03 Knowledge of Plant Needs

MATERIALS:

Five picture cards (rain, sun, soil, house, man)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places all five cards on the table and says, "Show me all the things that a plant must have in order to live. Pick only those things which a plant has to have." If the child picks one or two items and stops, the examiner may prod once by saying, "Are there any more?"

SCORING:

The child passes if he selects all three needs and does not select either of the two unnecessary items.

LEARNING PACKAGE NUMBER: SC 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Weather Instruments

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of what the thermometer is used for, the child will be able to relate the use of a thermometer when asked by the teacher.

SAMPLE TEST ITEMS: What is a thermometer used for?

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Filmstrips and films on weather and plants.
2. The child observes weather out the window and then places a card on the calendar that coincides.
3. Weather chart - the child puts hands of chart on the type of weather for that day.
4. Observing and comparing inside and outside thermometers.
5. Weather Calendar - Copy calendar each month on a large sheet of tagboard. Allow one child to draw picture of the sun, wind, rain, clouds, in the space by the day's date each day.
6. Weather chart - Draw a large circle, divide into four sections, using heavy tagboard. Place in each section a drawing or picture of a type of weather, attach by paper fastener at center arrow which may be used to indicate the weather of the day.
7. Rain gauge - Mount the rain gauge on a fence or a board extended at some distance from the building. The hold of the gauge top should be placed over the smaller end of the container. Record the amount of rainfall after each rain. Try placing the gauge at different locations, for example, near the building, under a tree, on the roof, etc. Help the children understand that open spaces will interfere least with rain collection. Also, try using a jar or coffee can, marked off in half inches, placed next to the rain gauge for comparison.
8. Moisture Minder - Children can be led to distinguish between the extremes of damp, humid conditions and very dry air as this pertains to daily weather. Show that there is moisture in the air even when we have a very dry day by having children feel the

outside of a glass jar before and after placing ice water in it. Then allow the children to make a "moisture minder" which will help tell them when the air is damp or dry. Dip white blotting paper in a dilute solution containing 1 tsp. cobalt chloride and ½ tsp. salt to 1 cup water. Let the blotter dry, trim to some desired shape, size or design and mount on tagboard. The paper will turn blue in dry weather and pink in damp conditions. Children can experiment by holding paper near the spout of a tea kettle.

9. POST TEST SC 51-060.03

POST TEST: SC 51-060.03 Weather Instruments

MATERIALS:

One picture card of a thermometer

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture card on the table in front of the child and asks, "What is a thermometer used for?"

SCORING:

The child passes if he correctly answers the question. A correct answer must indicate that a thermometer is used to show the temperature of the air. Example: "To tell if it's hot outside."

LEARNING PACKAGE NUMBER: SC 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Ability to discriminate between forms of precipitation

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate between forms of precipitation (rain, snow) the child will, when presented with an action picture, verbally respond as to which type of precipitation is depicted with 100% accuracy.

SAMPLE TEST ITEMS: Show picture of child walking in rain and say, "Tell me about the weather in this picture."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES.

1. Observation of children in class - what they wear for various types of weather.
2. Make rain - Put water in a kettle and boil. Fill a pan with ice. When the steam comes out of the kettle, hold the pan so the steam hits the side. Watch cooled steam form drops of water.
3. Make thunder - Blow into a paper bag. Twist the top to hold air in. This makes a loud sound when you strike the bag like thunder caused when lightening causes expansion of air.
4. Make fog - Put boiling water into ice water. Hold it near a window and you can see fog form.
5. POST TEST SC 51-065.03

POST TEST: SC 51-065.03 Ability to Discriminate Between Forms of Precipitation

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MATERIALS:

Two picture cards: 1. Child walking in rain
2 Child walking in snow

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture of a child walking in the rain in front of the child and says, "Tell me about the weather in this picture." Repeat for card #2.

SCORING:

The child passes if he correctly answers both of the items. For card #1, he must indicate that it is raining. For card #2, he must indicate that it is snowing.

LEARNING PACKAGE NUMBER: SC 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Relationship between rain and snow

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of the relationship between rain and snow, the child will be able to verbally express that rain is water, and snow is a form of frozen rain, with 100% accuracy.

SAMPLE TEST ITEMS: The teacher will ask, "What is rain? What is snow?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Put ice cubes in a bowl and put in a warm place. Watch it melt.

2. Put water in a bowl and freeze outside (when cold) or in the freezer compartment of the refrigerator.

3. Youngsters can learn that snow is really rain water in another form by collecting it in a container, bringing it indoors, and watching it melt.

4. Remove the top from a rain gauge or mason jar. In the winter, collect freshly fallen snow, enough to fill the container. Have children mark the level the snow reaches, using a china marking pencil. Bring the snow indoors and let it melt. Observe and mark the new level. On a very cold day, put the uncapped jar of melted snow outside again. After the water freezes, again mark the level. Leave the jar indoors until it melts again, returning to the original water level.

5. When it rains, place a pan or jar where it can fill with rain. Bring it inside and have the children put their hands in it and identify it as water.

6. POST TEST SC 51-070.03

POST TEST: SC 51-070.03 Relationship Between Rain and Snow

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner will ask the child, "What is rain? What is it made of?"

The examiner will ask the child, "What is snow? What is it made out of?"

SCORING:

The child passes if he correctly answers both items. He must indicate that rain is water and that snow is a form of rain.

LEARNING PACKAGE NUMBER: SC 51-080.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Knowledge Area
Measurement

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of what the ruler, scale, and measuring cup are use for, the child will, when presented with an object to measure, recite which instruments he would use on all post test items.

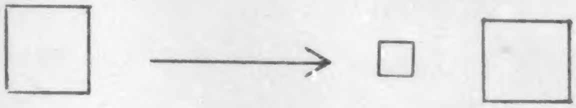
SAMPLE TEST ITEMS: Show the child a picture of a box of crayons and ask, "Which instrument would you use to weigh this box of crayons?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Using geometric shapes of a square, circle, have the child match sizes of each shape to corresponding shape by pointing.

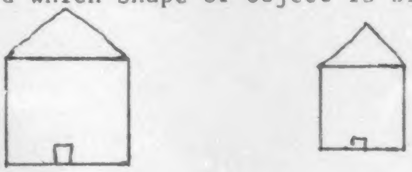
   Example:

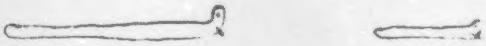
   Make sure you work with concrete objects. Going from concrete to abstract. Using big ball - small ball.

2. Ask the child which shape or object is bigger or smaller?

   Example:

3. Which snake is longer? shorter?

4. During block play, have children group the blocks according to size.

5. Using objects such as balls, put the biggest first; the littlest last.

6. Given a group of objects - figures of adult males and figures of small boys- have the child divide them into two groups.

7. Present a mixed group of big circles and small circles. Have the child group into categories. Also, use big animals vs. little animals.

8. Using stories such as "The Three Bears", have the children select big, middle-sized, smallest for the bowls, chairs, and beds.

9. Use "Fit-a-Shape" puzzle forms from Childcraft.

10. Read book from Bowmar series "Little, Big, Bigger."

11. Show me a long stick; a very short stick; a longer stick. With your hands, show me a little ball; a little circle; a bigger circle; the biggest circle you can make; the tiniest circle you can make.

12. Growth - height and weight. Weigh and measure the children in the fall and spring. Make foot and handprints, compare.

13. We grow - Ask the children to bring pictures of themselves as babies to school along with any other information their mothers may have as to their birth weights and lengths. Take pictures of the children as they are now to see how much they have grown. A fun game is to match pictures of babies to the appropriate big boy or girl.

14. Observing balance scale - how many weights it takes on each side to make it balance.

15. Observing heights and weights of various children, flannel board figures, etc.

16. Water play - measuring and observing differences in cups, pints, gallons, etc.

17. POST TEST SC 51-080.03

POST TEST: SC 51-080.03 Measurement

MATERIALS:

Six picture cards:
1. Balance scale
2. Measuring cup
3. Ruler
4. Box of crayons
5. Table
6. Carton of milk

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places cards 1, 2, and 3 on the table in front of the child. He then places card 4 on the table and asks, "Which one of these (pointing) would you use to weigh the box of crayons?" He then removes card 4, presents card 5 and asks, "Which one of these (pointing) would you use to measure the length of this table?" Remove card 5, present card 6 and ask, "Which one would you use to measure how much milk is in this carton?"

SCORING:

The child passes if he correctly responds to all three items.

HEALTH
INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING

PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

HEALTH SKILLS

1. Ability to wash face and hands. (H 51-005.00)
2. Awareness of germs and their effects. (H 51-010.00)
3. Awareness of various methods of preventing the spread of germs. (H 51-015.00)
4. Awareness of the proper care of teeth. (H 51-020.00)
5. Awareness of the function of teeth. (H 51-025.00)
6. Awareness of good grooming habits. (H 51-030.00)
7. Awareness of the need to dress appropriately for weather. (H 51-035.00)
8. Awareness of correct posture while sitting and standing. (H 51-040.00)
9. Ability to label foods. (H 51-045.00)
10. Ability to classify foods into the Basic-4 food groups. (H 51-050.00)
11. Awareness of the importance of good food. (H 51-055.00)
12. Awareness of the importance of a good breakfast. (H 51-060.00)
13. Awareness of the roles of a dentist and doctor. (H 51-065.00)
14. Awareness of rules that help to keep us safe. (H 51-070.00)

LEARNING PACKAGE NUMBER: H 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Ability to wash face and hands

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate his ability to wash and dry his face and hands, when presented with the appropriate articles, e.g. soap, water, washcloth, and towel, the child will be able to utilize the articles and wash and dry his face and hands without assistance.

SAMPLE TEST ITEMS: Given a washcloth, a towel, soap and water, the child will wash his face and hands without assistance.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Demonstrations - how to produce a lather with soap.

2. Song - "This is the Way We Wash Our Hands".

3. Tour bathroom - explain amount of towelling to use; how to dry hands; how to use soap dispenser and how to throw towel away.

4. Practice washing hands and face on a doll.

5. Practice using "Wash & Dry" towels.

6. POST TEST H 51-005.03

POST TEST: H 51-005.03 Ability to Wash Face and Hands

MATERIALS:

Washcloth (paper towel or Wash & Dry or Wet Ones)
Soap
Water
Towel

TESTING TECHNIQUE:

The examiner may test two children at a time. Each child stands at the sink. The examiner observes the child washing his face and hands.

SCORING:

The child passes, if in the teacher's judgement, he adequately washes his face and hands according to the following criteria:

1. Washes both back and palm of hands.
2. Uses soap on hands.
3. Rinses well.
4. For face, wets paper towel (no soap needed).
5. Covers entire surface of face.
6. Dries well and throws towel in trash can.

LEARNING PACKAGE NUMBER: H 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of germs and their effect

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate an awareness of germs and their effects, the child will correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher will ask the child, "What can germs do to people?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Posters and charts on germs.

2. Take swabs from various places and place them on agar plates. Let the children watch the germs (bacteria) grow.

3. Filmstrips - "Soapy the Germ Fighter"
   "The Magic Touch"
   "Germs and What They Do"

4. Use puppets to illustrate germs (enemies) and germ fighters.

5. In explaining about shots, use the "shot" as a soldier marching to kill the enemy germ.

6. Tissue song - "If you cough or if you sneeze,
   Use a tissue if you please."

7. Draw own face and hand. Cut out hand and put kleenex under it and place over his face.

8. Discussion of proper way to blow nose - blowing through both nostrils.

9. "Terry Tissue" - Make figure out of tissue for bulletin board with poem:
   "Use me and not your fingers.
   Use me when you cough or sneeze.
   Throw me away when I am used.
   Keep me off the floor.
   Do not drop me.
   Cover up all coughs and sneezes, and
   You'll help to stop diseases.

10. POST TEST H 51-010.03

POST TEST: H 51-010.03 Awareness of Germs and Their Effect

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the following question, "What can germs do to people?"

SCORING:

The child passes if he responds any specific illness or if he says, "they make you sick."

LEARNING PACKAGE NUMBER: H 51-015.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of various methods of preventing the spread of germs

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate an awareness of various methods of preventing the spread of germs, the child will respond correctly to the post test items.

SAMPLE TEST ITEMS: Present a picture page with five pictures. The teacher will ask the child, "Which pictures show how people keep germs from spreading?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Explain: throwing kleenex away
   throwing towels away
   throwing away items at lunch time

2. Washing hands, hair and body.

3. Sneezing in kleenex.

4. Songs from Music for Young Americans.

5. Peabody Kit.

6. Ask:
   a. Why should you cover your mouth when you sneeze?
   b. Why shouldn't you cough in someone's face?
   c. Why take baths?
   d. Why wash fresh fruit before eating it?
   e. Why wash hands before eating and after using the toilet?
   f. Why keep your mouth from touching a bubbler fountain?
   g. Why shouldn't you share lollipops and whistles?

7. Books - Visit to Doctor.

8. POST TEST H 51-015.03

POST TEST: H 51-015.03 Awareness of Various Methods of Preventing the Spread of Germs

MATERIALS:

Picture page with the following pictures:

1. Child using a tissue.
2. Child spreading butter on bread.
3. Child taking a bath.
4. Person washing dishes or clothes.
5. Child pulling a wagon.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture page on the table in front of the child and asks, "Which pictures show how people keep germs from spreading?"

SCORING:

The child passes if he points to two out of the three correct pictures. He must not point to either of the incorrect pictures.

LEARNING PACKAGE NUMBER: H 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of proper care of teeth

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate an awareness of the proper care of teeth, the child will correctly respond to the post test items.

SAMPLE TEST ITEMS: Present a picture page. The teacher will ask the child, "Which pictures show how people take good care of their teeth?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Teach the child where the gums are, what they are, and the difference between teeth and gums.
2. Teach the child how to brush teeth and how to hold the brush.
3. Use model mouth from dentist.
4. Charts and posters.
5. Order disclosing tablets and tooth brushes from Crest Co.
6. Keep a chart on how often each child brushes his teeth (child keeps chart).
7. Filmstrip - "Take Time for Your Teeth" - Association Films, Inc.
8. A talk by dental hygienist on care of teeth.
9. Use animated characters for skits on care of teeth, e.g. "Bucky Beaver".
10. Booklet and poster - How We Can Take Care of Our Teeth - National Dairy Council.
11. Poster - "Have a Happy, Healthy Smile" - National Dairy Council.
12. POST TEST H 51-020.03

POST TEST: H 51-020.03 Awareness of Proper Care of Teeth

MATERIALS:

Picture page with the following pictures:

1. Child in dentist chair.
2. Child brushing teeth.
3. Child eating candy bar.
4. Child opening jar with teeth.
5. Child eating an apple.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture page on the table in front of the child and asks, "Which pictures show how people take good care of their teeth?"

SCORING:

The child passes if he points to two out of the three correct pictures. He must not point to either of the incorrect pictures.

Credit the following as correct:

1. Child in dentist chair.
2. Child brushing teeth.
3. Child eating an apple.

LEARNING PACKAGE NUMBER: H 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of the function of teeth

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of the function of teeth, the child will correctly respond to all post test items.

SAMPLE TEST ITEMS: The teacher says to the child, "Show me the teeth we use for biting."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Explain which teeth are used for chewing and which teeth are used for biting.

2. Use mouth and teeth model:
   - biting teeth are sharp.
   - chewing teeth are flat.
   - Proper bite (top teeth over bottom).

3. Explain that teeth are used for talking.

4. Explain why baby teeth fall out.

5. Books on baby teeth.

6. Finger play.

7. Filmstrips - "Teeth Are to Keep" - State Regional Film Libraries at Southern University, Monroe & Ruston.

8. POST TEST H 51-025.03

POST TEST: H 51-025.03 Awareness of the Function of Teeth

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child the following questions:

1. Show me the teeth we use for biting.
2. Show me the teeth we use for chewing.
3. Why do our baby teeth fall out?

SCORING:

Credit (1) if the child points to the front teeth.
Credit (2) if the child points to the molars.
Credit (3) if the child indicates that they fall out to make room for the new or big teeth.

LEARNING PACKAGE NUMBER: H 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of good grooming habits

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of good grooming habits, when presented with two pictures, the child will identify three out of four examples of poor grooming.

SAMPLE TEST ITEMS: The teacher will present a picture of a boy and instruct the child, "Show me what's wrong with this picture."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Posters and charts on different brushes.
2. Teach child how to comb and brush hair.
3. Peabody Kit using manikin and comb.
4. Pictures.
5. "Dressy Bessy" and "Dapper Dan" as models.
6. Manipulative boards for practicing snaps, buttons, etc.
7. Dressing vest.
8. Play clothes.
9. Filmstrip - "I'm a Boy; I'm a girl" - Bowmar Series.
10. Books on taking care of body.
11. "Peanuts" character, "Pigpen".
12. POST TEST H 51-030.03

POST TEST: H 51-030.03 Awareness of Good Grooming Habits

MATERIALS:

1. Picture of boy with shoes untied and shirt buttoned incorrectly.

2. Picture of girl with messy hair and one sock up and one sock down.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places one of two pictures (1 girl, 1 boy) on the table in front of the child and instructs the child to, "Show me what's wrong with this picture." Repeat for second picture.

SCORING:

The child passes if he correctly points out three of the four examples of poor grooming.

LEARNING PACKAGE NUMBER: H 51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of the need to dress
appropriately for the weather

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of the need to dress appropriately for the weather, when presented with two pictures depicting proper and improper dress, the child will identify the properly dressed child and tell why.

SAMPLE TEST ITEMS: The teacher presents the child with two pictures and asks, "Which one is dressed right for the weather?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Scott-Forsman "health charts".
2. Discuss what weather of the day is and how they should dress appropriately.
3. Peabody manikin to dress daily.
4. Thermometer.
5. Books - charts - posters.
6. Daily weather chart.
7. POST TEST H 51-035.03

POST TEST: H 51-035.03 Awareness of the Need to Dress Appropriately for the Weather

MATERIALS:

Two pictures:
- one child dressed properly for cold weather
- one child dressed improperly for cold weather

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the child with two pictures and asks, (a) "Which one is dressed right for the weather?" Then the examiner will point to the improperly dressed child and ask, (b) "What could happen to this child?"

SCORING:

Credit (a) if the child points to the picture of the properly dressed child. Credit (b) if the child indicates that the child will get sick, freeze, or get cold. The child passes if he receives credit for both (a) and (b).

LEARNING PACKAGE NUMBER: H 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of correct posture while sitting and standing.

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of correct posture while sitting or standing, the child will correctly complete the post test items.

SAMPLE TEST ITEMS: When presented with two pictures depicting correct and incorrect posture, the child will indicate the picture that shows correct posture.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Teach the child to stand against the wall. Explain that feet should be forward. Walk on heels - put most of weight on ball of foot.
2. Marching soldiers.
3. Bean bag on head.
4. Health posters on sitting.
5. Practice good posture by walking in time to music.
6. Use stick figures to illustrate good posture.
7. Use doll to illustrate how they should sit in chairs.
8. Filmstrip - "Beginning Good Posture Habits" - Coronet.
9. POST TEST H 51-040.03

POST TEST: H 51-040.03 Awareness of Correct Posture While Sitting and Standing

MATERIALS:

A. Two pictures depicting correct and incorrect posture while sitting

B. Two pictures depicting correct and incorrect posture while standing

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places Set A on the table in front of the child and asks, "Which one has the best posture?" Then he repeats the process for Set B.

SCORING:

The child passes if he correctly identifies both pictures depicting correct posture.

LEARNING PACKAGE NUMBER: H 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Ability to label foods

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to label foods, the child will identify by name of each of the food items in the post test.

SAMPLE TEST ITEMS: The teacher will present a picture of a potato and ask, "What is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Bring fresh vegetables, fruits, cheese, meats, etc. to feel, smell and taste.
2. Pictures of foods from local grocery stores or food cut-outs from National Dairy Council.
3. Have animated characters, e.g. "Connie Carrot" and have skits to illustrate and familiarize different vegetables, fruits, etc.
4. Use puppets to help create different situations to identify vegetables.
5. Books on kinds of foods, e.g. Let's Eat (Owl Series).
6. Visit a grocery store to see different foods - have them identify.
7. Play grocery store - use empty boxes or cans and have child select different items.
8. Play game, "Can you name it?" with flash cards of fruits and vegetables.
9. Use Peabody Kit lessons with plastic fruits and vegetables and food picture cards.
10. Make a fruit tree bulletin board with cut-out pictures of fruits or vegetable garden with vegetables.
11. Learning basic skills through music vocabulary song, Kinds of Foods by Hap Palmer.
12. POST TEST H 51-045.03

POST TEST: H 51-045.03 Ability to Label Foods

MATERIALS:

Pictures of: Potato
Orange
Bacon
Cheese
Beans

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places pictures on the table one at a time in front of the child and asks, "What is this?" for each item.

SCORING:

The child passes if he correctly responds to all the items.

LEARNING PACKAGE NUMBER: H 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Ability to classify foods into the
Basic-4 food groups

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to classify simple foods as belonging to: the fruit and vegetable group, meat group, bread group, and dairy products group, when presented with a variety of items, the child will be able to correctly sort each of them into the Basic-4 groups.

SAMPLE TEST ITEMS: The teacher will present a picture of peas and say, "Put this into the group where it belongs."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. A sample lunch tray for your bulletin board. Identify food groups by relating color to food.

2. Health train with four cartons to represent the Basic-4 food groups. Fill cars with pictures or models of foods from each group.

3. Make a poster of a clown holding balloons showing four food groups.

4. Play, "Stack the Plate". Paste pictures of foods on paper plates. Shuffle them and let children place them in four stacks according to the correct food group.

5. Visit a dairy farm.

6. Filmstrips: "Uncle Jim's Dairy Farm" - National Dairy Council
"Young Mother Hubbard" - Avis Films
"Food for Freddy" - National Film Board of Canada
"Four Food Groups" - Avis Films

7. Make picture stories using magazine pictures.

8. Use story books and coloring books.

9. Have children draw pictures of a vegetable, fruit, milk product, meat, etc.

10. Mobiles on four food groups.

11. Role play or use of puppets to discuss four food groups.

12. Booklets: Dan & Sue Meet the Friendly Foods - USDA
Everyday Eat the 1-2-3-4 Way - National Dairy Council

Fun with Foods Coloring Book - USDA
Good Foods Coloring Book - USDA
Make-a Meal - Wheat Flour Institute
The Little Wise Owlets - Health Education and Info Section
So. Carolina State Board of Health
Columbia, South Carolina
You and Your Food - Louisiana State Board of Health

13. Song - "Sing a Song of Food" - National Dairy Council.

14. Food Models - $3.50 per set - National Dairy Products.

15. Posters - "Versatile Vegetables" and "Fun Foods Around the Clock" - Green Giant Co., Minneapolis, Minnesota.

16. Divide a circle into four parts. Have one item from each group present, then have child match other items to the correct area.

17. POST TEST H 51-050.03

POST TEST: H 51-050.03 Ability to Classify Foods into the Basic-4 Food Groups

MATERIALS:

File folder with circle divided into quarters with picture of food pasted inside each quarter:
1. Carrot and an apple
2. Beef steak
3. Loaf of sliced bread
4. Carton of milk

Eight picture cards of various foods:
1. Peas
2. Bacon
3. Chicken
4. Cheese
5. Ice Cream
6. Banana
7. Hamburger bun
8. Crackers

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places folder on table in front of child. He hands the child one picture card at a time and says, "Put this where it belongs."

SCORING:

The child passes if he correctly places each picture in the proper section.

LEARNING PACKAGE NUMBER: H 51-055.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of the importance of good food

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of the importance of good food, the child must correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher will ask the child, "Why should we eat foods like carrots, apples, meat, and cheese?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Filmstrip - "Eat Well - Grow Well".

2. Talk about foods that pets eat. Explain why they need food and correlate to children's need for food.

3. Puppets that depict importance of good food.

4. Organize a "Two-Bite Club". Make badges to recognize those who had two bites of a new food.

5. Make a good food notebook.

6. Booklets: A Happy Day - National Dairy Council.

7. POST TEST H 51-055.03

POST TEST: H 51-055.03 Awareness of the Importance of Good Food

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child, "Why should we eat foods like carrots, apples, meat and cheese?"

SCORING:

Credit if the child answers with a positive response, e.g. "It's good for you." "It helps you grow." "It helps make you strong."

LEARNING PACKAGE NUMBER: H 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of the importance of a
good breakfast

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of the importance of a good breakfast, the child must correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher will ask the child, "Why should we eat breakfast?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Make a clock face. Measure time from evening meal to breakfast to illustrate how long it's been since the last meal.
2. Have a breakfast party. On special occasions, make place mats out of construction paper to suit the day or season.
3. Films & filmstrips: "Bill's Better Breakfast" - Cereal Institute
   Louisiana State Board of Health

   "Skimpy and a Good Breakfast" - Cereal Institute
4. Form a "b-b" Club (Better Breakfast Club)
5. Floor Breakfast Puzzle (36"x24") depicts a family at breakfast - Scott-Forsman.
6. Mobiles.
7. Use puppets and skits. One is sleepy and listless with no breakfast, the other is bright, cheery and full of pep with breakfast.
8. Have the child draw pictures of food eaten for breakfast that morning.
9. Refer to NDSU Extension Service.
10. POST TEST H 51-060.03

POST TEST: H 51-060.03 Awareness of the Importance of a Good Breakfast

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child, "Why should we eat breakfast?"

SCORING:

The child passes if he answers with a positive response such as, "Because you're hungry", "It's good for you", "It's a long time since supper".

LEARNING PACKAGE NUMBER: H 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of the roles of a dentist
and doctor

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the awareness of the roles of a dentist and doctor, the child will correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher will ask the child, "What does a doctor do?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Films.

2. Books on our friend the dentist and doctor - "I Want to Series".

3. Role playing.

4. Community helpers - Lotto kit using dentist and doctor.

5. Posters.

6. Samples of a doctor's and dentist's tools (e.g. stethescope, mirror, tongue depressor).

7. Drawing pictures.

8. Field trip to hospital.

9. Resource personnel - dentist, school nurse, etc.

10. POST TEST H 51-065.03

POST TEST: H 51-065.03 Awareness of the Roles of a Dentist and Doctor

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are both seated at a table. The examiner asks the child the following questions:

1. "Who do you go to when you're very sick?"

2. "What does a dentist do?"

SCORING:

Credit (1) if the child answers "doctor". Credit (2) if the child makes a positive reference to a dentist fixing teeth. The child passes if he receives credit on both questions.

LEARNING PACKAGE NUMBER: H 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Health Skills
Awareness of rules that help to keep us safe

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate an awareness of the potential dangers of medicine, caustic substances and unknown substances, the child will successfully respond to all post test items.

SAMPLE TEST ITEMS: The examiner presents the following item to the child: "You are playing in the garage. You see a full pop bottle sitting in the corner. Will you drink it?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Display of bottles children shouldn't drink or eat from.

2. Resource personnel - fire department, police department, medical persons, etc.

3. Bring pictures of things not to touch - make collage.

4. Filmstrip on drugs for tots - refer to school library.

5. POST TEST H 51-070.03

POST TEST: H 51-070.03 Awareness of Rules that Help to Keep Us Safe

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the following items to the child:

1. Mother gave baby brother some medicine when he had a cough. She asked you to put the medicine bottle back into the refrigerator. Little brother liked the medicine. Will you taste it?

2. You are playing in the garage. You see a full pop bottle sitting in the corner. Will you drink it?

SCORING:

Credit (1) only if the child responds "No". Credit (2) if the child responds "No", or if he says, "Yes, my mother says I can". The child passes if he receives credit for both questions.

MOTOR SKILL DEVELOPMENT
INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING

PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

SENSORY MOTOR SKILLS

1. The ability to roll one's body in a controlled manner. (SM 51-005.00)
2. The ability to crawl on hands and knees in a smooth and coordinated way. (SM 51-010.00)
3. The ability to locate body parts on others. (SM 51-020.00)
4. The ability to locate parts of one's own body. (SM 51-025.00)
5. The ability to walk a straight line. (SM 51-030.00)
6. The ability to stand and walk on tip toes. (SM 51-035.00)
7. The ability to walk backwards. (SM 51-040.00)
8. The ability to run a track without stopping. (SM 51-045.00)
9. The ability to alternate feet going up and down stairs. (SM 51-050.00)
10. The ability to hop. (SM 51-055.00)
11. The ability to stand on one foot. (SM 51-060.00)
12. The ability to hop on one foot. (SM 51-065.00)
13. The ability to jump simple obstacles without falling. (SM 51-070.00)
14. The ability to maintain body balance on a balance beam. (SM 51-075.00)
15. The ability to use one's large muscles to perform strength exercises. (SM 51-080.00)
16. The ability to imitate body positions in space. (SM 51-085.00)
17. The ability to move through an obstacle course without stopping. (SM 51-090.00)
18. The ability to balance an object. (SM 51-095.00)
19. The ability to gallop. (SM 51-100.00)
20. The ability to throw a ball with chest pass. (SM 51-105.00)
21. The ability to throw a ball underhand. (SM 51-110.00)
22. The ability to kick an object. (SM 51-115.00)
23. The ability to catch a ball. (SM 51-120.00)

24. The ability to cross the midline. (SM 51-125.00 and SM 51-130.00)

25. The ability to know directional orientation such as: right from left, up from down, forward from backward. (SM 51-135.00)

26. The ability to move one's body in time to music. (SM 51-145.00)

27. The ability to trace. (SM 51-150.00)

28. The ability to cut. (SM 51-155.00)

29. The ability to button, lace, zip, snap and buckle. (SM 51-160.00)

30. The ability to perceive form and reproduce it. (SM 51-165.00)

31. The ability to reproduce form based on prior visual experience. (SM 51-170.00 and SM 51-175.00)

32. The ability to skip. (SM 51-180.00)

LEARNING PACKAGE NUMBER: SM 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills.
Ability to roll

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to roll one's body in a controlled manner, the child will roll his body across the floor without assistance in all trials.

SAMPLE TEST ITEMS: The teacher says, "Roll across the floor." The child rolls across the floor.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Imaginary game of rolling down the hill, being a rolling pin or a log.

2. Roll up in a rug or a towel.

3. Refer to Cratty's Developmental Sequences of Perceptual Motor Tasks - Section on Agility - page 48.

4. Refer to Frostig's Move-Grow-Learn - Section on Agility - No. 15 Log-Ball-Log Activity.

5. POST TEST SM 51-005.03

POST TEST: SM 51-005.03 Ability to Roll

MATERIALS:

Tumbling mat (5x10)

TESTING TECHNIQUE:

The examiner may test seven students at one time. He gives a demonstration using one child. The child lies down on the mat and extends both legs, extends the arms, and holds both hands above the head. The examiner instructs the child to "roll like a log across the mat."

SCORING:

The child passes if he satisfies all three conditions below:

1. Makes at least five complete rolls.
2. Remains on the mat.
3. Does not stop to make any correction in body position before completing five rolls.

LEARNING PACKAGE NUMBER: SM 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to crawl

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to crawl on hands and knees in a smooth and coordinated way, the child will crawl without assistance in all trials.

SAMPLE TEST ITEMS: The teacher says, "Crawl across the floor." The child crawls.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Imaginary game of crawling through tunnel, jungle, or on sandy beach.
2. Crawl through open box.
3. Crawl under rope at various heights.
4. Crawl through obstacle course.
5. Follow the leader under, over, through chairs, tables and jungle gym.
6. Crawl with use of hand prints on the floor.
7. Variation - knee crawling - vigorous shoulder action.
8. POST TEST SM 51-010.03

POST TEST: SM 51-010.03 Ability to Crawl

MATERIALS:

Tumbling mat (5x10)

TESTING TECHNIQUE:

The examiner may test seven students at one time. He gives a demonstration using one child. He emphasizes the proper order of movement of body parts: right hand, left knee, left hand, right knee. He directs the child to "crawl across the mat on your hands and knees."

SCORING:

The child passes if he satisfies all conditions below:

1. Crawls continuously across the ten foot mat.

2. Maintains the proper order of movement of parts (above).

3. Stays on mat.

LEARNING PACKAGE NUMBER: SM 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to locate body parts on others

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to locate body parts on another person, the child will, when the teacher stands in front of him, point to the body parts for which the teacher asks with 100% success.

SAMPLE TEST ITEMS: Stand two children face to face. Ask one to point to the knees on the other child.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Flannelboard figures or cut-out body parts are to be identified and reconstructed by the children.

2. Peabody "P" Manikin parts to be reconstructed.

3. Draw an outline of another child in a prone position identifying parts. Parts can be colored to emphasize identification.

4. Refer to Cratty's Daily Sensorimotor Training section on Body Image.

5. Refer to Cratty's Developmental Sequences of Perceptual Motor Tasks - Chapter 4.

6. POST TEST SM 51-020.03

POST TEST: SM 51-020.03 Ability to Locate Body Parts on Others

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The examiner sits on a chair while the child stands facing him. He directs the child to, "Touch my knee." Repeat for chest, elbow, neck and heel.

SCORING:

The child passes if he correctly identifies, by touching, all five body parts.

LEARNING PACKAGE NUMBER: SM 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to locate body parts on one's self

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to locate body parts of one's own body, the child will, when asked to touch certain parts of his body, do so with 100% accuracy.

SAMPLE TEST ITEMS: The teacher says, "Point to your neck." The child points to his own neck.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to Learning Package Number SM 51-020.00.
2. Songs that identify body parts such as, "your head, your shoulders, your knees, your toes, etc."
3. Action songs such as "Looby Loo".
4. Action games such as "Simon Says".
5. POST TEST SM 51-025.03

POST TEST: SM 51-025.03 Ability to Locate Body Parts on One's Self

MATERIALS:

None

TESTING TECHNIQUE:

Examiner may test only one child at a time. The examiner sits on a chair while the child stands facing him. The examiner directs the child to "Touch your finger." Repeat for ear, shoulders and knee.

SCORING:

The child passes if he correctly identifies, by touching, all four body parts.

LEARNING PACKAGE NUMBER: SM 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to walk a straight line

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to walk a straight line, the child will, upon the teacher's request, walk with alternating feet in a heel-toe progression on a line drawn on the floor. The line will be two inches wide and fifteen feet long. The child will have 100% accuracy.

SAMPLE TEST ITEMS: The teacher will have a line drawn on the floor. The child must stay on the line while walking the entire length of it.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Balance beam.
2. Imaginary walk on tight rope.
3. Tape on floor.
4. Walk on cracks on sidewalk.
5. POST TEST SM 51-030.03

POST TEST: SM 51-030.03 Ability to Walk a Straight Line

MATERIALS:

A line that is exactly two inches wide and at least fifteen feet long. (The lines marking the basketball court in the gym are recommended.)

TESTING TECHNIQUE:

The examiner may test seven children at one time. All are standing. The examiner directs the child to "walk on the line. Be careful to keep both feet on the line at all times."

SCORING:

The child passes if he:

1. Walks on the line for fifteen feet.
2. Keeps both his heel and his toe on (touching) the line at every step.

There is no stipulation regarding eyes, posture, etc.

LEARNING PACKAGE NUMBER: SM 51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to stand and walk on tiptoes

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to stand and walk on tiptoes, the child will walk a distance of ten feet on his tiptoes. He must have 100% accuracy.

SAMPLE TEST ITEMS: The teacher will instruct the child to walk on his tiptoes a distance of ten feet.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Records: "A Visit to My Friend" - Rhythm Time #1 and #2.
2. Singing: Any songs that include tip-toeing - American Book co. Music for Young Americans.
3. Imaginative play involving tiptoeing experiences, i.e. Indians sneaking up on wild horses.
4. POST TEST SM 51-035.03

POST TEST: SM 51-035.03 Ability to Stand and Walk on Tiptoes

MATERIALS:

Two lines (parallel ten feet apart and approximately fifteen feet long).

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children will be lined up abreast about two feet behind a starting line. The examiner will be facing them and will say, "Walk on your tiptoes. Tiptoe to this line." (Second line is a distance of ten feet from the first).

SCORING:

The child passes if he tiptoes for the entire ten foot distance. If his heel touches the floor at any time, he fails.

LEARNING PACKAGE NUMBER: SM 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to walk backwards

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to walk backwards, the child will, upon the teacher's request, walk backwards in a toe-heel progression without assistance for a distance of ten feet. He must have 100% accuracy.

SAMPLE TEST ITEMS: The teacher will request the child to walk backwards.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Slide feet backwards.

2. Walk with a partner, one forward and one backwards, holding hands.

3. Walk with a child and a teacher, or two children for security.

4. Using hand signals, direct children in forward and backward movement.

5. Lined in a row, holding waists or shoulders, move forward and backwards like a train.

6. Use parachute games.

7. POST TEST SM 51-040.03

POST TEST: SM 51-040.03 Ability to Walk Backwards

MATERIALS:

Two lines (parallel, ten feet apart, and approximately fifteen feet long).

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up abreast on the starting line. They are facing away from the finish line. The examiner says, "Walk backwards. Walk to the other line."

SCORING:

The child passes if he walks the entire ten feet backwards. Walking sideways is a mistake.

LEARNING PACKAGE NUMBER: SM 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to run a track

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to run a track, the child will run a specified course. There must be 100% accuracy on all trials.

SAMPLE TEST ITEMS: The teacher instructs the child to run around a specified course.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Running in place.

2. Run tracks outdoors.

3. Several imitative runs - bird, dog, horse, crab, etc.

4. Timed runs and races.

5. Relay races.

6. Run carrying objects.

7. POST TEST SM 51-045.03

POST TEST: SM 51-045.03 Ability to Run a Track

MATERIALS:

Four small chairs

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. Use the chairs to define the four corners of a ten foot square. The examiner says, "Start here. Run all the way around the chairs and back to here."

SCORING:

The child passes if he runs the entire course. Any break in the running or failure to complete the entire distance is a failure.

LEARNING PACKAGE NUMBER: SM 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to alternate feet going
up and down stairs

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to alternate feet going up and down stairs, the child will walk up and down stairs using left and right feet in an alternating sequence on all trials.

SAMPLE TEST ITEMS: The teacher will observe the children when they walk up a stairway.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to midline activities - Packages 51-040.00 and 51-075.00.
2. Refer to basic gross motor skills.
3. Demonstrate climbing of stairs with an adult.
4. Marching, leaping, running and jumping.
5. Build a stairs from blocks for practice purposes.
6. Stepping onto and off a block or a stool.
7. Have an adult stand in front of a child face-to-face and walk down the stairs with a child who is fearful.
8. POST TEST SM 51-050.03

POST TEST: SM 51-050.03 Ability to Alternate Feet Going Up and Down Stairs

MATERIALS:

Stairway of at least ten steps.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children will move in single file. The examiner says, "Walk up the stairs. Put one foot on each step." The children may use the handrail. Then the examiner says, "Walk down the stairs. Put one foot on each step."

SCORING:

The child passes if he walks correctly for ten steps. He fails if he places both feet on any one step.

LEARNING PACKAGE NUMBER: SM 51-055.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to hop

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to hop, the child will hop three times keeping both feet together on all trials.

SAMPLE TEST ITEMS: The teacher says, "Keep both feet together and hop to the door".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Demonstration of hopping movement.
2. Hopping in place.
3. While hanging onto a stable object, have both feet come off the floor together and light on the floor together.
4. Form a train line and hop together.
5. Hop around the room like a rabbit, kangaroo, squirrel, bird or any similar animal actions.
6. "Bunny, bunny, who's your neighbor?"
7. POST TEST SM 51-055.03

POST TEST: SM 51-055.03 Ability to Hop

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up abreast. The examiner faces them and says, "Hop at least three times. Hop off both feet."

SCORING:

The child passes if he hops three times off both feet. There is no stipulation regarding distance or direction. However, the child must keep and move both feet together (not necessarily touching each other).

LEARNING PACKAGE NUMBER: SM 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to stand on one foot

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to stand unsupported on one foot, the child will stand unsupported on one foot for five seconds, repeating this action standing on the other foot.

SAMPLE TEST ITEMS: The teacher says, "Stand on one foot as long as you can."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Stand in a circle to support one another and each child stands on one foot.

2. Stand in a dance position with another child, hold hands, and alternate standing on one foot at a time. This could be done to music such as an improvised line to the melody, "Put your little foot right here."

3. Creative Play - "Be a Flamingo".

4. Refer to Daily Sensorimotor Training - Chapter on "Balance".

5. POST TEST SM 51-060.03

POST TEST: SM 51-060.03 Ability to Stand on One Foot

MATERIALS:

Watch with a second hand.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up abreast and facing the examiner. The examiner says, "Stand on your left foot." After five seconds, he says, "O.K. Now stand on your right foot." After five seconds he says, "O.K. That's good."

SCORING:

The child passes if he stands unsupported on each foot for five seconds in the consecutive tests. There is no stipulation regarding hand-arm position.

LEARNING PACKAGE NUMBER: SM 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to hop on one foot

PREREQUISITES: SM 51-060.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to hop on one foot, the child will, keeping one foot off the floor, hop three times in a coordinated manner.

SAMPLE TEST ITEMS: Have the child hop three times on one foot.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Stand in a circle to support one another and each child hops on one foot.
2. Stand in a dance position with another child, hold hands, and alternate hopping on one foot at a time. This could be done to music that would fit the action such as "Bunny Hop", hopping on one foot.
3. Imitative play, i.e. a lame animal.
4. Competitive race from one designated spot to another.
5. Use any nursery rhyme type jingle such as, "Hippety Hop to the Barber Shop".
6. Refer to Cratty's Developmental Sequences of Perceptual Motor Tasks - page 40 in chapter 6 - Locomotion.
7. Do the above activities with eyes closed.
8. POST TEST SM 51-065.03

POST TEST: SM 51-065.03 Ability to Hop on One Foot

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up abreast and facing the examiner. He says, "Hop on one foot. Pick the foot that you would rather hop on. Hop at least three times." The child may use his hand to hold his other leg.

SCORING:

The child passes if he hops three times on one foot. He may not fall nor touch the floor with his other leg.

LEARNING PACKAGE NUMBER: SM 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to jump simple obstacles

PREREQUISITES: SM 51-055.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to jump simple obstacles, the child will jump over a stationary object six inches off the floor and no more than two inches wide. He must keep his feet together and not touch the object.

SAMPLE TEST ITEMS: Upon the teachers instruction, the child will jump over a balance beam.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Jump in place with feet together.

2. Play "Jack-in-the-Box".

3. Use directions in game such as "Captain May I".

4. Jumping Jacks.

5. Imaginary play imitating popcorn.

6. Refer to Cratty's Daily Sensorimotor Activities - section on Games - page 184.

7. Activities dealing with:
   a) jumping forward, backward and sideways over a line
   b) jump forward in succession over several lines
   c) jump from varying heights with proper landing
   d) jump backwards over a line, and then over a succession of lines

8. Jump together with a child.

9. Jump obstacles.

10. POST TEST SM 51-070.03

POST TEST: SM 51-070.03 Ability to Jump Simple Obstacles

MATERIALS:

Balance beam (2" x 4" x at least 8') The top of the balance beam is six inches off the floor.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up in single file. The examiner says, "Jump over the balance beam". Use one trial per child.

SCORING:

The child passes if he jumps once over the balance beam. The child fails if he touches the beam or fails to maintain balance after the jump or fails to keep feet together.

LEARNING PACKAGE NUMBER: SM 51-075.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to maintain body balance on balance beam

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to maintain body balance, the child will walk on a balance beam unsupported, using alternate feet, a distance of six feet with 100% accuracy.

SAMPLE TEST ITEMS: The child will walk the balance beam a distance of six feet.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Using small wooden cable spools, have the child balance on his stomach, back and sitting and standing.
2. Walk on balance beam.
3. Walk on floor tape.
4. Walk on jump rope.
5. Imaginary game of walking on a tight rope.
6. Stand on chair and top of spool.
7. Mat exercises involving:
   a) sitting while grasping knees
   b) kneeling while lifting feet from floor
   c) crab walk, elephant walk, bear walk.
8. Balance on tiptoes, heels.
9. Wheelbarrow.
10. Place feet on spool; balance and pull body with hands.
11. Standing up from floor without using hands.
12. Refer to Cratty's Daily Sensorimotor Training Activities - Section on Balance - pages 35-39. (Balance Board)
13. POST TEST SM 51-075.03

POST TEST: SM 51-075.03 Ability to Maintain Body Balance on Balance Beam

MATERIALS:

Balance beam (2" x 4" x at least 8 feet)

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up single file. A six foot distance is marked on the balance beam. The examiner says, "Walk on the balance beam from one line to the other (pointing to the two lines)."

SCORING:

The child passes if he walks six feet on the balance beam unsupported and alternates feet (regular walking).

LEARNING PACKAGE NUMBER: SM 51-080.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to perform strength exercises

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use large muscles to perform strength exercises, the child will, when shown an exercise to perform, perform the exercise in a well coordinated manner at all times.

SAMPLE TEST ITEMS: Have the pupil do the floor touch: Stand erect with feet together and hands over head. Bend at waist and touch floor with fingers. Repeat five times.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to Cratty's Daily Sensorimotor Activities - Section "Large Muscle Activities" - page 147.
2. Refer to Cratty's Developmental Sequence of Perceptual Motor Skills, Chapter 8, pages 52-59.
3. Refer to Frostig's Move-Grow-Learn - Section on "Strength".
4. Use mat type activities such as crab walk, wheelbarrow, lame dog walk, and similar experiences.
5. Use of poem "Jump and Jiggle" by Evelyn Beyer.
6. Refer to Creative Activities in Physical Education Guide of the Fargo School System.
7. POST TEST SM 51-080.03

POST TEST: SM 51-080.03 Ability to Perform Strength Exercises

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test the entire group at one time. The children may work in pairs with one child holding the other's legs down The examiner says, "Do three situps. Touch both of your hands to your toes."

SCORING:

The child passes if he does three situps. He must touch both hands to the toes on each situp. Situps must be continuous (no time lag between).

LEARNING PACKAGE NUMBER: SM 51-085.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to imitate body positions in space

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to imitate body positions in space, the child will, when presented with an example of a body position by the teacher, be able to imitate the body position without assistance on all trials.

SAMPLE TEST ITEMS: The teacher puts her arms above her head and says, "Do what I do".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. "Simon Says".
2. Game of "Let's Pretend", for example: Pretend you are a hunter going stealthily through the jungle. Suddenly you see a lion. Freeze.
3. Activities such as whirl and freeze, jump and freeze.
4. Refer to Cratty's Sensorimotor Training Activities - section on "Space and Direction".
5. Refer to Cratty's Developmental Sequences of Perceptual Motor Tasks - Chapter 4, page 19.
6. Singing games such as "Did You Ever See a Lassie", "Put Your Finger in the Air", "Looby Loo", "Bow Bob Belinda" and "Hokey-Pokey".
7. Refer to Frostig's Move-Grow-Learn - Section on "Body Awareness".
8. POST TEST SM 51-085.03

POST TEST: SM 51-085.03 Ability to Imitate Body Positions in Space

MATERIALS:

None

TESTING TECHNIQUES:

The examiner may test only one child at a time. He stands facing the child and says, "Do what I do." He repeats for three separate motions:

1. One arm at right angle to body; the other above the head.
2. Jumping jack position.
3. Hands on knees.

SCORING:

The child passes if he performs all three motions correctly according to the following criteria:

1. Angles at both shoulders and both elbows must not deviate by more than 30° from a straight or right angle.
2. Hands must be extended and touching each other above the head. Feet must be apart at least as great a distance as the width of the shoulders.
3. Each hand must be touching the knee on the same side.

LEARNING PACKAGE NUMBER: SM 51-090.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to move one's body through an obstacle course

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to move one's body in an integrated manner through an obstacle course, the child will, when presented with a specified course to follow, be able to move through it without touching the object.

SAMPLE TEST ITEMS: The teacher sets up an obstacle course consisting of jumping over a block, going around a box and going under a desk. The teacher says, "Go through the course without stopping."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Set up bowling pins in an uneven pattern and ask the children to run through the course.

2. Use desks, chairs, easels and similar equipment found in a classroom to make interesting and challenging tracks for the children to follow.

3. Use #2 so that different modes of movement can be used such as crawling, jumping, hopping, sliding, etc.

4. Dramatize a story such as "Where Bear" from Peabody "P" Kit for use of directions "over", "under", etc.

5. Use children to set obstacle courses such as "London Bridge", "In and Out the Windows", and "Leap Frog".

6. POST TEST SM 51-090.03

POST TEST: SM 51-090.03 Ability to Move One's Body Through an Obstacle Course

MATERIALS:

Two chairs (12" high), a board 1"x10"x4', a block 12"x12"x6" and a rope six feet long.

TESTING TECHNIQUE:

The obstacle course is set up in the following manner:

1. Chair is 15" from the wall.

2. The board connects the two chairs, which are 30" apart. The board is 12" off the floor.

3. Self-explanatory.

4. The rope is tied so that it is 30" off the floor.

5. The obstacles are six feet apart.

The examiner may test seven or eight children at one time. He says, "Walk between the chair and the wall, crawl under the board between the chairs, step over the block, and duck under the rope. Do not touch any of the objects."

SCORING:

The child passes if he makes all four actions correctly. Any touching is a failure.

LEARNING PACKAGE NUMBER: SM 51-095.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to balance an object

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to balance an object, the child will place a bean bag on his head and walk a distance of ten feet without dropping it.

SAMPLE TEST ITEMS: Have the child place a bean bag on his head and walk a distance of ten feet.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Races - using various objects balanced on various parts of the body:
    a) Beanbags on shoulder - arms.
    b) Ball on stretched-out hand.
    c) Peanut on spoon.

2. Dance - creative movement to music while balancing objects.

3. Teacher demonstration of balance - on scales.

4. Small pyramid on mat - two kids balance one on their backs.

5. Balancing while walking various ways - on tiptoes, crawling, running, galloping, skipping, etc.

6. POST TEST SM 51-095.03

POST TEST: SM 51-095.03 Ability to Balance an Object

MATERIALS:

Bean bag (5"x5") and a 10' walking course

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. He hands a bean bag to a child and says, "Place the bean bag on the top of your head. Walk from here to here (pointing to the ten foot course)."

SCORING:

The child passes if he walks ten feet with the bean bag on his head. Hands must not touch the bean bag after the child has started walking.

LEARNING PACKAGE NUMBER: SM 51-100.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to gallop

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to gallop, the child will, after shown the rhythmic steps, step-slide, step-slide, by the teacher, be able to use the movements to gallop with 100% accuracy. He must gallop a distance of ten feet.

SAMPLE TEST ITEMS: After demonstrating a gallop, the teacher asks the child to gallop.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Have the child assume the position for the bicycle exercise and help him to move his legs in a rhythm that would simulate galloping.
2. Have the children gallop in a circle as if they are circus horses.
3. Have the children change direction at the beat of a percussion instrument.
4. The children who master skipping early in the year may be encouraged to skip backwards, skip around a course, and incorporate skipping with other motor actions such as bouncing.
5. POST TEST SM 51-100.03

POST TEST: SM 51-100.03 Ability to Gallop

MATERIALS:

Ten foot course

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. He demonstrates a gallop and then says, "Gallop from here to here (pointing to the lines identifying the ten foot course)".

SCORING:

A gallop is defined as a step-slide-step movement where the individual always steps forward leading with the same foot and brings the back foot up to, but not in front of, the lead foot.

The child passes if he gallops for the entire ten feet. He may lead with either foot, but that foot must lead for the entire distance.

LEARNING PACKAGE NUMBER: SM 51-105.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to throw a ball with chest pass

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to throw a ball with a chest pass, the child will, after observing the correct action of the arm and hand movements, use the correct movements with 100% accuracy.

SAMPLE TEST ITEMS: The child will be instructed to throw a ball with a chest pass using correct hand and arm movements demonstrated by the teacher.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Practice simultaneous arm and hand movements needed to throw a ball forward.

2. Two children face each other and pass the ball overhand to each other.

3. Hot Potato.

4. "I'm Going to Catch a Fish" -- The child in the circle says, "I'm going to catch a fish". The child in the middle says, "No, you're not". The child with the ball throws it at the child in the center. If he is hit, he must leave the center of the circle.

5. Throw ball at a target on the wall.

6. Throw a ball into a box or a basket.

7. Childrem form a line with arms length distance in between them. The ball is passed over from child to child.

8. POST TEST SM 51-105.03

POST TEST: SM 51-105.03 Ability to Throw a Ball Overhand

MATERIALS:

A 6" ball and a 6' course

TESTING TECHNIQUE:

The examiner may test three or four children at a time. The children are lined up abreast facing the examiner. The examiner says, "I'm going to throw the ball to you. Catch it in your hands and throw it back to me. Throw it the same way that I throw it." (Chest pass). Throw once to each child in turn. Repeat.

SCORING:

The child passes if he throws both tosses with a chest pass so that the examiner could catch the ball without moving.

LEARNING PACKAGE NUMBER: SM 51-110.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to throw a ball underhand

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to throw a ball underhand, the child will, after observing the correct hand and arm movements, use the correct movements with 100% accuracy.

SAMPLE TEST ITEMS: The child will be instructed to throw a ball underhand using correct hand and arm movements demonstrated by the teacher.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to Learning Package SM 51-100.00. Use activities changing the movement to match underhand motion.

2. Use beanbag games for practice activities.

3. Children who need individual practice may:
   a) throw ball against wall, let it bounce and catch it (repeat)
   b) throw ball against wall and catch.

4. POST TEST SM 51-110.03

POST TEST: SM 51-110.03 Ability to Throw a Ball Underhand

MATERIALS:

A 6" ball and a 6' course.

TESTING TECHNIQUE:

The examiner may test three or four children at a time. The children are lined up abreast facing the examiner. The examiner says, "I'm going to throw the ball to you. Catch it in your hands and throw it back to me. Throw it the same way that I throw it." (Underhand). Throw once to each child in turn. Repeat.

SCORING:

The child passes if he throws both tosses underhand so that the examiner could catch the ball without moving.

LEARNING PACKAGE NUMBER: SM 51-115.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to kick an object

PREREQUISITES: SM 51-060.00

BEHAVIORAL OBJECTIVES: To demonstrate the ability to kick an object, the child will kick an object toward a target. The object must hit the target two out of three trials.

SAMPLE TEST ITEMS: Place a ball on the floor and have the child kick it at a half-gallon milk carton five feet away. The ball must hit the carton two out of three trials.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Daily Sensorimotor Training Activities - Chapter on Eye-Foot Coordination, pages 114, 115, 117, 121.

2. Tape a solid arch target to the base of the wall. The child will stand at various taped distances from the wall and kick the ball at the target.

3. The children stand in a circle. The teacher stands in the center and swings a ball which is attached to a rope. She calls a child's name and as the ball approaches that child, he attempts to kick the ball in any direction.

4. The children stand in a circle. A wooden block is placed on end in the center of the circle. The children attempt to hit the block by rolling a ball with their feet. Use a 10-15 inch ball. The children can touch the ball only with their feet.

5. Dodge ball - using feet only.

6. POST TEST SM 51-115.03

POST TEST: SM 51-115.03 Ability to Kick an Object

MATERIALS:

A half-gallon milk carton, 6" ball, 5' course, tee (washer 1" inside diameter and 1/16" thick.)

TESTING TECHNIQUE:

The examiner may test three or four children at one time. The children are lined up in single file. The examiner places the ball on the tee and sets up milk carton five feet away. He says, "Kick the ball so that it knocks the milk carton down." The children kick in turn. Repeat for a second and third kick.

SCORING:

The child passes if he knocks the carton over on two out of three kicks. The child may kick with either the toe or side of the foot, but cannot push or roll the ball.

LEARNING PACKAGE NUMBER: SM 51-120.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to catch a ball with two hands

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to catch a ball with two hands, the child will, after observing the correct hand and arm movements used by the teacher, use these movements to catch a ball with two hands with 100% accuracy.

SAMPLE TEST ITEMS: The child will catch a ball with two hands using correct hand and arm movements demonstrated by the teacher.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

For all activities, use varied size balls.

1. Two children sit facing each other and roll the ball back and forth between legs.

2. Circle games:
    a) Sit on floor and kick ball
    b) Sit on floor, clasp hands and swing at the ball
    c) Stand and bounce ball between each other
    d) Teacher stands in center of circle and throws the ball to each child.

3. Stand facing wall. Throw ball against the wall and catch it.

4. With partners, bounce ball to each other.

5. With partners, throw ball (underhand) to each other.

6. Bean bag throw and catch, using partners.

7. Daily Sensorimotor Training Activities - Chapter on Eye-Hand Coordination - pages 96 and 97; Large Muscle Activity-page 161.

8. Developmental Sequences of Perceptual Motor Tasks - Chapter 9, page 60.

9. Refer to Frostig's material on Coordination - #17, 18, 19.

10. POST TEST SM 51-120.03

POST TEST: SM 51-120.03 Ability to Catch a Ball With Two Hands

MATERIALS:

A 6" ball and a 6' course.

TESTING TECHNIQUE:

The examiner may test three or four children at one time. The test should be administered in conjunction with the throwing test. The child will be thrown two overhand and two underhand tosses. Errant throws will be repeated.

SCORING:

The child passes if he catches three out of four tosses with his hands. Catching with the arms is a failure. Catching with the hands after fumbling is permissible.

LEARNING PACKAGE NUMBER: SM 51-125.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to cross the midline

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to cross the midline, the child will walk sideways by crossing the left foot over the right foot when moving to the right, and the right foot over the left foot when moving to the left, and repeat this action moving in the same direction for two crossover steps with 100% accuracy.

SAMPLE TEST ITEMS: Teacher will ask the child to walk sideways.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Walk to the right, one step at a time in a step-slide-step motion.
2. Use chalkboard - cross midline with right and left hands. Place X's and have child touch both X's with the same hand.
3. "Pease Porridge Hot".
4. Draw a large circle on the board connecting dots. Encourage counter-clockwise direction.
5. Cross feet in a scissors walk.
6. Use Olympets, alternating colors, either beside themselves or in a staggered line.
7. Laying on floor in a sprawled position, touch hand to hand, foot to foot, crossing hand to foot.
8. Shaking hands with another person, as in a greeting.
9. Step over step with partner in a dancing position.
10. Angels in the snow, jumping jacks, side straddle hop, both standing and prone.
11. Windmill exercise - hand to toe in left to right action.
12. Rolling games on mat.
13. POST TEST SM 51-125.03

POST TEST: SM 51-125.03 Ability to Cross the Midline

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are lined up in single file and will move in succession. The examiner says, "Move sideways by moving your left foot over your right like this (demonstrates)." After the child has taken two steps with each foot, the examiner says, "That's enough." After all children have moved in this direction, repeat for "right foot over left" (demonstrate).

SCORING:

The child passes if he moves correctly for two steps with each foot on both tests. Failure to cross over and crossing wrong foot are examples of actions that would cause the child to fail.

LEARNING PACKAGE NUMBER: SM 51-130.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to cross the midline

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to cross the midline, the child will, upon verbal instruction from the teacher, place his right hand on his left ear and his left hand on his right ear with 100% accuracy.

SAMPLE TEST ITEMS: Touching the child's left hand, the teacher will say, "Place this hand on this ear", (teacher now touching to right ear).

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Walk to the right, one step at a time in a step-slide-step motion.
2. Use chalkboard - cross midline with right and left hands. Place X's and have child touch both X's with the same hand.
3. "Pease Porridge Hot".
4. Draw a large circle on the board connecting dots. Encourage counter-clockwise direction.
5. Cross feet in a scissors walk.
6. Use Olympets, alternating colors, either beside themselves or in a staggered line.
7. Laying on floor in a sprawled position, touch hand to hand, foot to foot, crossing hand to foot.
8. Shaking hands with another person, as in a greeting.
9. Step over step with partner in a dancing position.
10. Angels in the snow, jumping jacks, side straddle hop, both standing and prone.
11. Windmill exercise - hand to toe in left to right action.
12. Rolling games on mat.
13. POST TEST SM 51-130.03

POST TEST: SM 51-130.03 Ability to Cross the Midline

MATERIALS:

None

TESTING TECHNIQUES:

The examiner may test only one child at a time. The child is standing facing the examiner. The examiner touches the child's left hand and says, "Place this hand to this ear (touches right ear of child)." "Now hold the hand there. Place this hand (touching right hand) on this ear (touches left ear)."

SCORING:

The child passes if he touches the two hands to the opposite ears. The child needs only to touch, not to hold for any length of time.

LEARNING PACKAGE NUMBER: SM 51-135.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to know directional orientation such as: up from down, forward from backward and sideways (emphasizing left and right)

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: In order to demonstrate the acquisition of directional orientation, the child will use body movements when the teacher gives directions such as, "Move sideways to the wall," "Walk forward" etc. The child will complete the post test with 100% accuracy.

SAMPLE TEST ITEMS: Teacher's instructions: "Walk backwards to the table."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. "Sensorimotor Training in the Classroom" (record).

2. Daily Sensorimotor Training Activities - Chapter on Space and Direction. Pages 20, 24, 25, 26, and 27.

3. Using hand signals, direct children to move in various directions.

4. Songs:
   a) "The People on the Bus" - Creative Play song.
   b) "Pussy Willow" - Singing Fun.
   c) "Jump Up, Jump Down".
   d) "My Hands Upon My Head I'll Place" - Singing Fun.
   e) "Step, Step, Clap, Clap" - Music for Young Americans (book).

5. Use SRA worksheets involving fine motor movements.

6. Sorting games:
   a) Shoes, paper hands, gloves
   b) Pictures of things that go up or come down

7. Ditto worksheet of right and left hand. Children must match corresponding hands and color right hand red, left hand any color. Cut out.

8. Refer to Frostig's material on "Body Awareness" - #42 (Adjusting Body Parts).

9. POST TEST SM 51-135.03

POST TEST: SM 51-135.03 Ability to Know Directional Orientation such as: Up from Down, Forward from Backward and Sideways (emphasizing left and right)

MATERIALS:

None

TESTING TECHNIQUE:

The examiner may test only one child at a time. The child stands facing the examiner. The examiner says, "Put your arms up." Repeat for (2) put your arms down; (3) walk backwards; (4) walk forwards; and (5) walk sideways.

SCORING:

The child passes if he responds correctly to all five parts. Response need indicate only knowledge of direction; no stipulation on distance, etc.

LEARNING PACKAGE NUMBER: SM 51-145.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to move one's body in time to music

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to move one's body in time to music, the child will step, using alternating feet, to the beat of the music for a one minute period of time.

SAMPLE TEST ITEMS: Play marching music. Observe the child while stepping with alternating feet to the beat of the music.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Records:
    a) "Sensorimotor Training in the Classroom"
    b) "Exploration of Movement"
    c) "Rhythm Times 1 & 2"
    d) "Bowmar's Rhythms to Reading"
    e) "A Visit to My Friend"
    f) "My Playful Scarf"

2. Music Books:
    a) Music for Young Americans
    b) Singing Fun
    c) The Small Singer
    d) Magic of Music

3. Use rhythm instruments for marching and creative drama.

4. Daily Sensorimotor Training Activities - Chapter on "Rhythm".

5. Streamer dance. Cut two inch by three feet tissue or crepe paper. Give each child two and swing to the music.

6. POST TEST SM 51-145.03

POST TEST: SM 51-145.03 Ability to Move One's Body in Time to Music

MATERIALS:

Record player, "Colonel Bogie" record, watch with a second hand.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The examiner says, "I'm going to play a record. You march and move your feet in time to the music." The examiner times for ten seconds and says, "That's good."

SCORING:

The child passes if he moves in time to the music during all of the ten second periods.

LEARNING PACKAGE NUMBER: SM 51-150.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to trace

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to coordinate fine muscles such as those required in eye-hand tasks, the child will be able to trace with his pencil around a figure with success in all trials. The child must stay within ¼" of outline and not cut off any major appendage.

SAMPLE TEST ITEMS: A figure of a cow will be placed on the flannelboard. The child will be requested to trace around it with his finger.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. SRA tracing boards.

2. Use of templates:
    a) SRA worksheets
    b) Chalkboard work (DLM)

3. Tracing fingers around flannelboard figures:
    a) Geometric
    b) Animate

4. Tracing around shapes of a "shape-o-ball".

5. Tracing activities from cardboard:
    a) Raincoat figures from finger painting.

6. Tracing pictures in sand.

7. Finger painting.

8. POST TEST SM 51-150.03

POST TEST: SM 51-150.03 Ability to Trace

MATERIALS:

SRA Picture of a dog; paper, pencil, paper clips.

TESTING TECHNIQUE:

The examiner may test only one child at a time. The child is seated at a table. The examiner clips a blank sheet of paper over the picture of a dog and says, "trace this picture. Trace over all the lines."

SCORING:

The child passes if he traces all lines within ¼". The child may turn the paper. He may not erase, but he may make "correction" lines provided he has not deviated from the drawing by ¼".

LEARNING PACKAGE NUMBER: SM 51-155.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to cut

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to coordinate fine muscles such as those required in eye-hand tasks, the child will be able to cut paper in two pieces with success in all trials.

SAMPLE TEST ITEMS: The child will be given a piece of construction paper and told to cut it into two pieces cutting on the line.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Cutting skill sheets involving straight, wavy and crooked lines (thick lines).

2. SRA worksheets.

3. Cut clay, wallpaper and sandpaper.

4. Paper snipping:
   a) Pieces make leaves for trees
   b) Fill in shapes of pictures
   c) Rain and snow on pictures

5. Making fringe around paper:
   a) Placemats

6. Cut strips to make chains.

7. POST TEST SM 51-155.03

POST TEST: SM 51-155.03 Ability to Cut

MATERIALS:

Scissors, one sheet of 8½ x 11 inch manila paper.

TESTING TECHNIQUE:

The examiner may test only one child at a time. The child is seated at a table. The examiner draws a straight line with magic marker (about ½" wide) across the manila paper. He hands the paper to the child and says, "Cut the paper in two. Cut on the line."

SCORING:

The child passes if he cuts the paper in two and does not deviate from the line by more than ½ inch. The child must put the thumb in the top hole, cut with an up-and-down motion, and cut away from the body. There is no stipulation on the placement of fingers in the finger hold.

LEARNING PACKAGE NUMBER: SM 51-160.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to button, lace, zip, snap and buckle

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to coordinate fine muscles such as those required in eye-hand tasks, the child will complete with success, 80% of all the post test items.

SAMPLE TEST ITEMS: The child will be instructed to button Dapper Dan's clothing.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use manipulative boards.
2. Use Dapper Dan and Dressy Bessy.
3. Encourage child to button and zip his own clothing.
4. String beads and lacing boards.
5. Tonka toys (snap blocks).
6. POST TEST SM 51-160.03

POST TEST: SM 51-160.03 Ability to Button, Lace, Zip, Snap and Buckle

MATERIALS:

Five manipulative boards

TESTING TECHNIQUE:

The examiner may test only one child at a time. The child is seated at a table. The examiner hands board #1 to the child and says, "See if you can button this." Repeat for (#2) lace, (#3) zip, (#4) snap, and (#5) buckle.

SCORING:

The child passes if he correctly performs four out of five manipulative skills. There is no stipulation on method. The child needs only to accomplish the skill.

LEARNING PACKAGE NUMBER: SM 51-165.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to perceive form and reproduce it

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to perceive form and reproduce it, the child will, when presented with forms such as circle, square, cross and triangle drawn on paper, be able to reproduce three out of four of these forms.

SAMPLE TEST ITEMS: The child will see a circle the teacher has presented. The teacher will ask the child to reproduce it. "Draw a circle like the one you see."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Daily Sensorimotor Training Activities- chapter on "Form Perception."
2. Have the child walk around the room touching walls and corners. Have the child walk around a round table or on a taped circle.
3. Push-pin pictures - a dotted shape on white paper is stapled to dark construction paper and both are laid on a carpet square. Children use push pins to poke through dots. Afterwards, dark paper can be taped to a window.
4. "Shape-O-Ball" and form board puzzles (Fit-a-Shape).
5. Parquetry blocks.
6. Present shapes and discuss them. Have the children find similar shapes in room.
7. Use SRA templates for tracing.
8. Drawing reproductions of the above shapes on newsprint and blackboard.
9. Teaching Basic Skills Thru Music (Vocabulary) by Hap Palmer. Songs: "Listen and Do" and "Walk Around the Circle."
10. Duplicated sheets with dotted or incomplete figures to be completed.
11. POST TEST SM 51-165.03

POST TEST: SM 51-165.03 Ability to Perceive Form and Reproduce It

MATERIALS:

Four picture pages, protractor, pencils and paper.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are seated at a table and the examiner gives paper and pencil to the children and puts picture page #1 (circle) on the table. He says, "Draw one just like this on your paper." Repeat for (2) square, (3) cross and (4) triangle.

SCORING:

The child passes if he correctly draws three out of four figures according to the following criteria:

1. Any two dimensional figure that is closed or nearly closed (330°). The line need not be continuous. Do not credit circular motions.

2. Must have at least three right angles (deviate from 90° by 10° or less). One dimension must not exceed twice the other. The child may lift pencil and cross lines. No ears at corners.

3. Two lines that intersect. Angle of intersection must not deviate from a right angle by more than 30°. No stipulation on length of lines.

4. Three lines that intersect. No ears nor "round corners."

LEARNING PACKAGE NUMBER: SM 51-170.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to reproduce form based on prior visual experience - short term memory

PREREQUISITES: SM 51-165.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to reproduce form based on prior visual experience, the child will, when presented a form for five seconds (a circle, cross, square or triangle), accurately reproduce the form immediately after the example is taken away. Seventy-five percent of the post test items must be completed.

SAMPLE TEST ITEMS: The teacher will present a circle for five seconds and take it away. The child will reproduce it immediately.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. The teacher draws a circle snowman on the blackboard, discusses it and then erases it. The child will reproduce the circle snowman.

2. The teacher draws a set of square blocks, discusses it and then the child is asked to reproduce it.

3. The teacher draws a house, using more than one of the shapes, discusses it and asks the child to reproduce it.

4. The teacher demonstrates, then the child is instructed to draw a design or picture using the different shapes.

5. Using PLD kit's color chips, the teacher demonstrates forming shapes. The child is asked to link the chips and then forms the color chips chain into the various shapes.

6. The teacher demonstrates forming the various shapes using a string of clay. Then the child rolls the clay into a string and forms the various shapes.

7. POST TEST SM 51-170.03

POST TEST: SM 51-170.03 Ability to Reproduce Form Based on Prior Visual Experience - Short Term Memory

MATERIALS:

Four picture pages, protractor, pencils, paper, watch with a second hand.

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are seated at a table. The examiner gives pencil and paper to each child. He says, "Look at the figure in this picture." He shows picture page #1 (circle) for five seconds and then removes the page. He says, "Now you draw a figure just like the one I showed you." Repeat for (2) square, (3) cross, and (4) triangle.

SCORING:

The child passes if he correctly draws three out of four figures according to the following criteria:

1. Any two dimensional figure that is closed or nearly closed (330°). The line need not be continuous. Do not credit circular motions.

2. Must have at least three right angles (deviate from 90° by 10° or less). One dimension must not exceed twice the other. The child may lift pencil and cross lines. No ears at corners.

3. Two lines that intersect. Angle of intersection must not deviate from a right angle by more than 30°. No stipulation on length of lines.

4. Three lines that intersect. No ears nor "round corners."

LEARNING PACKAGE NUMBER: SM 51-175.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to reproduce form based on prior visual experience - long term memory

PREREQUISITES: SM 51-165.03 and SM 51-170.03

BEHAVIORAL OBJECTIVES: To demonstrate the ability to reproduce form based on prior visual experience, the child will draw from memory, upon request of the teacher, 75% of the post test items (circle, square, cross and triangle).

SAMPLE TEST ITEMS: The teacher will say to the child, "Go to the chalkboard and draw a circle."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use clay, PLDL color chips, brush painting and drawing to make the various shapes from memory.
2. POST TEST SM 51-175.03

POST TEST: SM 51-175.03 Ability to Reproduce Form Based on Prior Visual Experience - Long Term Memory

MATERIALS:

Paper, pencil, protractor

TESTING TECHNIQUE:

The examiner may test seven or eight children at one time. The children are seated at a table. The examiner gives paper and pencil to each child and says, "Draw a circle." Repeat for (2) square, (3) cross, and (4) triangle.

SCORING:

The child passes if he correctly draws three out of four figures according to the following criteria:

1. Any two dimensional figure that is closed or nearly closed (330°). The line need not be continuous. Do not credit circular motions.

2. Must have at least three right angles (deviate from 90° by 10° or less). One dimension must not exceed twice the other. The child may lift pencil and cross lines. No ears at corners.

3. Two lines that intersect. Angle of intersection must not deviate from a right angle by more than 30°. No stipulation on length of lines.

4. Three lines that intersect. No ears nor "round corners."

LEARNING PACKAGE NUMBER: SM 51-180.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to Skip

PREREQUISITES: SM 51-100.00

BEHAVIORAL OBJECTIVES: To demonstrate the ability to skip using movements of step - hop with alternating feet, the child will use these movements to skip with 100% accuracy in all trials. He must skip a distance of ten feet.

SAMPLE TEST ITEMS: The teacher asks the child to skip across the floor.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Practice step - hop
2. Step - hop to music. "Skip to My Lou", "Nola" or other songs for skipping found in pre-school books.
3. The teacher holds the child's hand and demonstrates the activity.
4. Incorporate skipping in other classroom activities such as skipping to the door, wall, etc.
5. Refer to Cratty's Daily Sensorimotor Space and Direction - page 25 et al
6. POST TEST SM 51-180.03

POST TEST: SM 51-180.03 Ability to Skip

MATERIALS:

Ten foot course

TESTING TECHNIQUE:

The examiner may test seven or eight children at the same time. The children are lined up in single file and move in succession. The examiner says, "Skip from this line to this line (pointing to the starting and finishing lines of the ten foot course)."

SCORING:

The child passes if he skips the entire ten feet. The skipping motion includes: step, hop on alternate feet.

SOCIAL EXPERIENCES

INSTRUCTIONAL COMPONENT

FARGO PUBLIC SCHOOLS
FARGO, NORTH DAKOTA

PRE-KINDERGARTEN PRESCRIPTIVE TEACHING

PROGRAM FOR LEARNING DISABLED CHILDREN

A National Developer/Demonstration Project
funded under
Section 306 of Title III E.S.E.A.

SOCIAL EXPERIENCES

1. The ability to locate parts of one's own body. (SS 51-005.00)
2. The ability to locate body parts on others. (SS 51-010.00)
3. The ability to identify and name other people from pictures. (SS 51-015.00)
4. The ability to assume responsibility for one's actions. (SS 51-020.00)
5. The ability to use acceptable social manners. (SS 51-025.00, SS 51-030.00, SS 51-035.00, SS 51-040.00)
6. The ability to follow simple directions. (SS 51-045.00)
7. The ability to follow simple rules of games. (SS 51-050.00 and SS 51-055.00)
8. The ability to work independently on teacher assigned tasks. (SS 51-060.00)
9. The ability to initiate self-selected activities. (SS 51-065.00)
10. The ability to get along with peers. (SS 51-070.00)
11. A willingness to participate in group games. (SS 51-075.00)
12. The ability to assume responsibility. (SS 51-080.00 and SS 51-085.00)
13. The ability to anticipate the probable outcome of a social situation. (SS 51-090.00)
14. The ability to relate symbols of special occasions to the occasion. (SS 51-095.00)
15. The ability to identify the relationships between members of a family. (SS 51-100.00)
16. The ability to recognize and identify school personnel. (SS 51-105.00)
17. The ability to recognize and identify community helpers. (SS 51-110.00)
18. The ability to use rules that help keep us safe. (SS 51-115.00)
19. The ability to identify rivers, lakes and mountains. (SS 51-120.00)
20. The ability to name the city in which they live. (SS 51-125.00)
21. The ability to identify the function of various types of stores. (SS 51-130.00)

22. The ability to identify various types of housing. (SS 51-135.00)

23. The ability to identify the functions of various rooms in a house. (SS 51-140.00)

Knowledge Areas

1. Family Structure
2. School Structure
3. Rivers, Lakes and Mountains
4. Where They Live (city)
5. Stores (grocery, gas station, clothing)
6. Community Helpers
7. Safety
8. Holidays

LEARNING PACKAGE NUMBER: SS 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to locate parts of one's own body

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to locate parts of one's own body, upon request the child will touch certain parts of his body, e.g. shoulder, elbow, etc. The child must correctly point to each body part identified in the post test.

SAMPLE TEST ITEMS: The teacher says, "Point to your neck." The child points to his own neck.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Songs that identify body parts such as, "your head, your shoulders, your knees, your toes, etc."
2. Action songs such as "Looby Loo", "Head, Shoulder, Knees & Toes".
3. Action games such as "Simon Says".
4. Leader in center of circle: Leader asks children to point to various body parts.
5. Sensorimotor Record - body parts.
6. Peabody Kit - person, face.
7. Use of mirrors.
8. POST TEST SS 51-005.03

POST TEST: SS 51-005.03 Ability to Locate Parts of One's Own Body

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner sits on a chair while the child stands facing him. The examiner directs the child to "Touch your finger." Repeat for ear, shoulders and knee.

SCORING:

The child passes if he correctly identifies, by touching, all four body parts.

LEARNING PACKAGE NUMBER: SS 51-010.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to locate body parts on others

PREREQUISITES: SS 51-005.00

BEHAVIORAL OBJECTIVES: To demonstrate the ability to locate body parts on another person, upon request the child will touch specified body parts on the teacher who is sitting in front of him. The child must correctly point to each body part identified in the Post Test.

SAMPLE TEST ITEMS: The teacher says to the child, "Touch my knee".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Flannelboard figures or cut-out body parts are to be identified and reconstructed by the children.
2. Peabody "P" Manikin parts to be reconstructed.
3. Draw an outline of another child in a prone position identifying parts. Parts can be colored to emphasize identification.
4. Refer to Cratty's Daily Sensorimotor Training - Section on Body Image.
5. Refer to Cratty's Developmental Sequences of Perceptual Moto Tasks - Chapter 4.
6. Leader in center of circle: Leader asks children to point to various body parts.
7. Sensorimotor Record - body parts.
8. Use of various songs: "Head, Shoulder, Knees & Toes","Hokey Pokey".
9. Use songbooks: Singing Fun and Music for Young Americans.
10. Peabody Kit - person, face.
11. Drawing.
12. Pictures with parts missing - have child fill in missing parts.
13. Make a movable man with paper fasteners.
14. Filmstrips - Bowmar Series.
15. POST TEST SS 51-010.03

POST TEST: SS 51-010.03 Ability to Locate Body Parts on Others

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner sits on a chair while the child stands facing him. He directs the child to, "Touch my knee". Repeat for chest, elbow, neck and heel.

SCORING:

The child passes if he correctly identifies, by touching, all five body parts.

LEARNING PACKAGE NUMBER: SS 51-015.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to identify and name other
people from pictures

PREREQUISITES: Must know names of classmates and teachers.

BEHAVIORAL OBJECTIVES: To demonstrate the ability to identify and name people in pictures, the child will, wher presented with pictures of classmates and teachers, name each person.

SAMPLE TEST ITEMS: The teacher shows the child the picture of a classmate and asks, "Who is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Name Game: Everyone is sitting in a circle. One child is the bu and he hops up to another child and says, "Bunny, Bunny, what's y name?" After the child responds with his name, he becomes the bu that hops around. Later, the child asks, "Bunny, Bunny, who's yc neighbor?"

2. "Who's Missing" - A child leaves the room. The others must then identify who has left.

3. Attendance taking - "Is Johnny Doe here today?" -The children mus respond if he's here or absent.

4. Treasure Hunt with pictures - Paste pictures of children and teac on symbol of month and hide them in obvious places. Children fir these and then identify them. To make it harder, add pictures oi children they don't know.

5. Have one child name the other children for dismissal or other activities.

6. Use pictures for helper chart so children must identify who the helpers are for the day.

7. Take snapshots of children during playtime and display - children identify who's in them.

8. POST TEST SS 51-015.03

POST TEST: SS 51-015.03 Ability to Identify and Name Other People From Pictures

MATERIALS:

Pictures of five classmates.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the child with one picture at a time, for a total of four pictures (not to include picture of child being tested). He asks the child, "Who is this?"

SCORING:

The child passes if he correctly identifies each of the four being shown.

LEARNING PACKAGE NUMBER: SS 51-020.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to assume responsibility
for one's actions

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will show the ability to assume responsibility for his actions by being aware of his behavior and admitting to it.

SAMPLE TEST ITEMS: The teacher says, "Listen carefully to this story." "(Lois or Daryl) is a little (girl or boy) in (teacher's name) class. One day during playtime, ________ took some candy off the teachers desk. When the teacher found that the candy was missing, she called all the children together and asked, "Who took the candy off my desk?" Will ________ tell the teacher?

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use of Social Experience picture charts.

2. Role playing.

3. Storybook: Alexander by Harold Littledale.

4. Stories explaining whether a hypothetical situation is "tattling" or "reporting". Use newspapers to illustrate function of reporting. Ask if a situation is important enough to "tell".

5. POST TEST SS 51-020.03

POST TEST: SS 51-020.03 Ability to Assume Responsibility for One's Actions

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the following items to the child:

1. ________ is a little ________ in __________ class. One day during playtime, ________ took some candy off the teacher's desk. When the teacher found that the candy was missing, she called all the children together and asked, "Who took the candy off my desk?" Will________ tell the teacher?

2. Lois was going to surprise her mom by setting the table for supper. As she was taking a glass out of the cupboard, she accidentally dropped and broke it. Will Lois go and tell her mother?

SCORING:

Credit only a response in which the child indicates a "yes" answer. The child passes if he responds correctly to both items.

LEARNING PACKAGE NUMBER: SS 51-025.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Using Acceptable Social Manners
Ability to use telephone manners

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use proper telephone manners, the child will answer the telephone by properly using the receiver saying, "hello". The child cannot yell into the receiver nor drop it. The child must respond correctly to the post test item.

SAMPLE TEST ITEMS: Using Bell Telephone demonstration models, the teacher will phone the child. The child will answer saying, "Hello".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use filmstrips from Bell Telephone.
2. Role playing.
3. Actually calling home - reward for learning their telephone number.
4. Puppets - skit about use of telephone and manners.
5. Telephone song - *Music for Young Americans*.
6. Use of play telephones and battery phones.
7. POST TEST SS 51-025.03

POST TEST: SS 51-025.03 Ability to Use Telephone Manners

MATERIALS:

Bell Telephone Demonstration Models

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner is seated by the control and the child by the phone. The examiner rings the child's telephone.

SCORING:

The child passes if he picks up the receiver, properly places it to his ear and mouth and says, "Hello".

The child may not yell into the receiver nor drop the phone.

LEARNING PACKAGE NUMBER: SS 51-030.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Using Acceptable Social Manners
Use of facial tissues or handkerchief

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate an awareness of the appropriate time to use a tissue, the child will correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher asks the child, "When should you use a tissue?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Sneezy Bear - Color picture of a bear and glue piece of tissue over his nose. Under the picture, have the "Tissue Song" (number 3 below).

2. "Terry Tissue" - make figure out of tissue for bulletin board with the poem: "Use me and not your fingers.
   Use me when you cough or sneeze.
   Throw me away when I am used.
   Keep me off the floor.
   Do not drop me.
   Cover up all coughs or sneezes.
   And you'll help to stop diseases."

3. Tissue Song - "If you cough or if you sneeze
   Use a tissue if you please."

4. Draw own hand and face. Cut out hand and put kleenex under it and place over his face.

5. Discussion of proper way to blow nose - blowing through both nostrils.

6. POST TEST SS 51-030.03

POST TEST: SS 51-030.03 Use of Facial Tissues or Handkerchief

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child, "When should you use a tissue?"

SCORING:

Credit any response that indicates you would use a tissue when you have a runny nose. The child passes if he answers correctly.

LEARNING PACKAGE NUMBER: SS 51-035.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Using Acceptable Social Manners
Ability to use acceptable table manners

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use acceptable table manners, the child will successfully fulfill the requirements of the post test item.

SAMPLE TEST ITEMS: The teacher tests by observation. The child must remain seated at the table while eating.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Puppet show - skit on proper table manners.
2. Filmstrip - "Lunch and Play at School".
3. Tea party - demonstration of proper manners.
4. Role playing.
5. Playhouse.
6. POST TEST SS 51-035.03

POST TEST: SS 51-035.03 Ability to Use Acceptable Table Manners

MATERIALS:

None

TESTING TECHNIQUE:

The examiner will observe the class during snack time.

SCORING:

The child passes, if in the examiner's judgement, he utilizes socially acceptable table manners.

The child will not:

1. Leave the table except to get seconds.
2. Talk with his mouth full of food.
3. Shout.
4. Blow bubbles with straw.

LEARNING PACKAGE NUMBER: SS 51-040.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Using Acceptable Social Manners
Proper use of "please" and "thank-you"

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to use "please" and "thank you" at the appropriate time, the child will correctly respond to each post test item.

SAMPLE TEST ITEMS: The teacher tests by observation. Observe during snack time and play time.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Puppets.
2. Role playing - Using "Clifford" the dog storybook character as illustration - saying "thank you" for a bone.
3. Song - "Thank You Mr. Easter Bunny for My Easter Basket".
4. Substitute "Please" for Captain May I and "Thank you".
5. Stress thank you to persons passing out treats.
6. Tea party to learn please and thank you when passing out food or beverage.
7. Books: Polite Elephant and Manners Are Fun.
8. POST TEST SS 51-040.03

POST TEST: SS 51-040.03 Proper Use of "Please" and "Thank You"

MATERIALS:

None

TESTING TECHNIQUE:

The examiner will observe the children during snack time and play time.

SCORING:

The child passes if, in the examiner's judgment, he utilizes "please" and "thank you" at the appropriate time. The terms must be used at the appropriate times at least once during the observation period. He must never use the terms in an inappropriate situation.

LEARNING PACKAGE NUMBER: SS 51-045.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to follow simple directions

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to follow simple directions, upon request the child will carry out three simple directions given at one time with 100% accuracy.

SAMPLE TEST ITEMS: The teacher directs the child to, "Put the pencil on the floor, turn the cup over and hand me the block."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Simon Says - Start with one direction, then increase to two and three.
2. Action songs - "If You're Happy" and "Farmer in the Dell".
3. ACLC - Assessment of Children's Language Comprehension.
4. Peabody Kit - "Where Bear".
5. Daily Sensorimotor Training.
6. Art activities.
7. Refer to Fargo Physical Education manual.
8. Refer to Learning About the World by Allyn & Bacon, Inc.
9. Play "Captain May I" and "Red Light - Green Light".
10. POST TEST SS 51-045.03

POST TEST: SS 51-045.03 Ability to Follow Simple Directions

MATERIALS:

- 1 Cup
- 1 Pencil
- 1 Block

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the three items on the table and directs the child to, "Put the pencil on the floor, turn the cup over and hand me the block".

SCORING:

The child passes if he completes all three directions as given and in the proper sequence.

LEARNING PACKAGE NUMBER: SS 51-050.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to follow simple rules
of circle games

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to follow simple rules of a circle game, the child will carr out all rules involved in a game of "Duck, Duck, Grey Duck".

SAMPLE TEST ITEMS: The teacher tests by observing all the children playing "Duck, Duck, Grey Duck".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Tell what a circle is.
2. Tell how to get into a circle - play follow the leader to form a circle from a straight line.
3. Games such as: "Drop the Hankie"
"Ring Around the Rosie"
"Dog & Bone"
"Looby Lou"
"Farmer in the Dell"
4. Refer to Fargo Physical Education manual.
5. Refer to Learning About the World by Allyn & Bacon, Inc.
6. Refer to Cratty's book.
7. POST TEST SS 51-050.03

POST TEST: SS 51-050.03 Ability to Follow Simple Rules of Circle Games

MATERIALS:

None

TESTING TECHNIQUE:

The whole group may be tested at one time. The examiner observes the children playing, "Duck, Duck, Grey Duck".

SCORING:

The child passes if he participates and follows the rules as stated in the Fargo Physical Education Manual. He must not push or shove or run out of turn.

LEARNING PACKAGE NUMBER: SS 51-055.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to follow simple rules of table games

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to follow simple rules of a table game, the child will carry out all rules involved in a game of picture lotto.

SAMPLE TEST ITEMS: The teacher tests by observing five children playing picture lotto.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Dominoes - begin with three children at a time.
2. Picture Lotto.
3. Card games - "Go Fish", "Go to the Dump" and "Old Maid".
4. Color game - road made out of various colors. The child uses Teddy Bears to advance with after spinning the dial.
5. Maxine's "fishing game".
6. Fishing with magnet.
7. Pegboard.
8. Sewing cards.
9. Picture concentration.
10. Bingo learning game - shapes and colors.
11. Match-ups (puzzles).
12. Shapo - balls.
13. POST TEST SS 51-055.03

POST TEST: SS 51-055.03 Ability to Follow Simple Rules of Table Games

MATERIALS:

Six picture cards with six pictures on each.
Thirty-six individual picture cards with pictures corresponding to those on the large card.

TESTING TECHNIQUE:

Six children may be tested at one time. They are seated at a table. The examiner gives each child a large picture card. The small picture cards are placed in the middle of the table, picture side down. The examiner gives the following instructions to the children:

1. In this game we must take turns.

2. Each one of us will pick up a card from the center of the table and try to match it with a picture on your big card in front of you.

3. If it matches, put the small picture on top of the matching picture on your big card.

4. If it does not match, put it back in the center of the table, picture side face down.

5. Then it will be the next person's turn.

6. The examiner names a child to begin the game.

SCORING:

The child passes if he participates in the game, and follows the rules. Any deviation from the rules of the game is a failure.

LEARNING PACKAGE NUMBER: SS 51-060.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to work independently on teacher assigned tasks

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to work independently at a teacher assigned task, the child will attend to a task for not less than three minutes with no supervision. The child must successfully complete each of the post test items.

SAMPLE TEST ITEMS: The teacher will observe the child during each of three teacher assigned tasks.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Use of egg timer while working so child will know when he can quit.
2. Coloring.
3. Puzzles.
4. Stringing Beads.
5. Listening Center - records and tapes.
6. Drawing pictures.
7. Viewmaster.
8. Library books.
9. Building blocks.
10. Other art project - cutting out pictures from magazines or catalogs.
11. Working at the chalkboard.
12. POST TEST SS 51-060.03

POST TEST: SS 51-060.03 Ability to Work Independently on Teacher Assigned Tasks

MATERIALS:

1. One coloring book and box of colors
2. Two wooden Playskool puzzles
3. Dukane sound filmstrip viewer and filmstrip and cassette

TESTING TECHNIQUE:

Three children may be tested at one time. Each child is working at a separate task independent of the other children. The three children are rotated from one task to the next until each child has attempted each task.

TASK 1: The examiner hands the child a coloring book and a box of colors and says, "Color these pictures".

TASK 2: The examiner hands the child two puzzles and says, "Take these puzzles apart and put them together again".

TASK 3: The examiner seats the child in front of the filmstrip viewer, puts the earphones on the child, turns it on and says, "Watch this filmstrip".

SCORING:

The child passes, if in the teacher's judgement, he attends to each of the tasks for not less than three minutes. It is not necessary that he complete each task; however, he may not disassociate himself from the task and initiate another task during the three minutes.

LEARNING PACKAGE NUMBER: SS 51-065.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to initiate self-selected activities

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to initiate self-selected activities during free-play, the child will select and begin an activity of his own choosing without any teacher assistance.

SAMPLE TEST ITEMS: The teacher will observe the child during free play.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Partner system - children have partners to play with.

2. Tell the children what they're going to do before leaving the circle. If a child doesn't know, give him a choice of three things.

3. Teacher suggests things to do. Remind children of different things to do.

4. POST TEST SS 51-065.03

POST TEST: SS 51-065.03 Ability to Initiate Self-selected Activities

MATERIALS:

None

TESTING TECHNIQUE:

The entire class may be tested at one time. The examiner observes the children during "free play" on each day for three successive days.

SCORING:

The child passes if he initiates any constructive activity without assistance from an adult. He may accept suggestions from other children.

LEARNING PACKAGE NUMBER: SS 51-070.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to get along with peers

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will show the ability to get along with peers by cooperating with them during free play. The specific behavior to be exhibited is interacting with peers. He will not kick, hit, shove, pinch, bite, destroy property, or name-call.

SAMPLE TEST ITEMS: The teacher will observe the child for five minutes during free play time once each week for three weeks.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. To help child with peer interaction, ask children to choose a new partner each day. Make sure child with problem chooses.
2. Songs: "We Take Turns" - sung to tune of Frère Jacques
   "It Helps to Wait Our Turn" to tune of Farmer in the Dell.
3. Books to illustrate sharing - The Bike Lesson.
4. Posters or charts depicting sharing or getting along.
5. Filmstrips on getting along - refer to church library.
6. Puppet.
7. Role playing - naughty and mean child and "good" child - other children react.
8. POST TEST SS 51-070.03

POST TEST: SS 51-070.03 Ability to Get Along With Peers

MATERIALS:

None

TESTING TECHNIQUE:

The entire class may be tested at one time. The examiner observes the children during "free play" once each week for three weeks.

SCORING:

The child passes, if in the examiner's judgement, he cooperatively interacts with his peers during each observation period. He may not kick, hit, shove, pinch, bite, destroy property or name call.

LEARNING PACKAGE NUMBER: SS 51-075.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
A willingness to participate in group games

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will show a willingness to participate in group games by readily joining in the activity as required in the post test.

SAMPLE TEST ITEMS: The teacher will observe whether or not a child will willingly join in a group game such as "Drop the Hankie".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Tell how to get into a circle - play follow the leader to form a circle from a straight line.

2. Games such as: "Drop the Hankie"
   "Ring around the Rosie"
   "Dog and Bone"
   "Looby Lou"
   "Farmer in the Dell"

3. Refer to Fargo Physical Education manual.

4. Dominoes - begin with three children at a time.

5. Card games - "Go Fish", "Go to the Dump" and "Old Maid".

6. Picture Lotto.

7. POST TEST SS 51-075.03

POST TEST: SS 51-075.03 A Willingness to Participate in Group Games

MATERIALS:

None

TESTING TECHNIQUE:

The entire class may be tested at one time. The examiner will ask the children to come and join in a game of "Drop the Hankie". He will observe the children to determine their response to his request.

SCORING:

The child passes if he readily joins in the game with the examiner and the other children. He may not "hold back" or require special coaxing in order to participate. If a child is engaged in another activity, it is permissible to remind him one time that he is to join in the game.

LEARNING PACKAGE NUMBER: SS 51-080.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to assume responsibility

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will demonstrate an assumption of responsibility by voluntarily showing respect for property as required in the post test.

SAMPLE TEST ITEMS: The teacher will observe the child every day for one week.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Show and Tell - Stress that the item is personal property and that only if that person allows, may another person touch it.

2. Explain use of litter bags - cans.

3. General discussion on keeping care of their toys/property on driveway, in middle of classroom, etc. for safety purposes.

4. Have different children responsible for watering plants, etc. (property of the room).

5. POST TEST SS 51-080.03

POST TEST: SS 51-080.03 Ability to Assume Responsibility

MATERIALS:

None

TESTING TECHNIQUE:

The entire class may be tested at one time. The examiner observes the children every school day for one week.

SCORING:

The child passes if, in the examiner's judgement, he shows respect for property. He may not: 1) take other children's show and tell items without asking, 2) take stuff from teacher's desk, or 3) break anything by being unnecessarily rough.

LEARNING PACKAGE NUMBER: SS 51-085.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to assume responsibility

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will demonstrate an assumption of responsibility by willingly helping to tidy the room during clean-up. The child must participate two out of the three tim he's being observed.

SAMPLE TEST ITEMS: The teacher will observe the child after the directive to clean-up.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Job charts.

2. Ask the child what he did during clean-up.

3. Discussions on what responsibility means.

4. Stories illustrating responsibility.

5. Songs to tune of "Mulberry Bush" - "This is the Way We Pick Up Our Toys". Also, "Hi-ho, Hi-ho, it's Off to Work We go".

6. POST TEST SS 51-085.03

POST TEST: SS 51-085.03 Ability to Assume Responsibility

MATERIALS:

None

TESTING TECHNIQUE:

The entire class may be tested at one time. The examiner will direct the children to clean up the room following free play. He will observe to determine the actions of the children. This will be done three times in one week.

SCORING:

The child passes if he participates two out of the three times he is being tested. He must participate willingly. It is not permissible to coax or encourage individual children other than to remind them once that it is time to clean up.

LEARNING PACKAGE NUMBER: SS 51-090.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to anticipate the probable outcome of a social situation

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: The child will demonstrate the ability to anticipate the probable outcome of a social situation by correctly responding to the post test item.

SAMPLE TEST ITEMS: The teacher tells the following story: "Jill is playing with a toy tractor. Bob comes over and takes it." She then asks, "What will happen next?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Role playing.
2. Puppets.
3. Peabody Kit.
4. Pictures of situations - child tells about it.
5. Charts.
6. Story completion.
7. Stories explaining whether a hypothetical situation is "tattling" or"reporting". Use newspapers to illustrate function of reporting. Ask if a situation is important enough to "tell".
8. Show and tell to explain what reporting is.
9. POST TEST SS 51-090.03

POST TEST: SS 51-090.03 Ability to Anticipate the Probable Outcome of a Social Situation

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner tells the following story to the child: "Jane is playing with a toy tractor. Bobby comes over and takes it away". He then asks, "What will happen next?"

SCORING:

The child passes if he correctly answers the question. Acceptable responses must be logically related to the story in the proper sequence.

LEARNING PACKAGE NUMBER: SS 51-095.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to relate symbols of special occasions to the occasion

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of special occasions, the child will correctly identify the symbol associated with the occasion. The child must successfully complete two out of three post test items.

SAMPLE TEST ITEMS: The teacher will present the child a choice of three picture symbols and say, "Show me the one that goes with Halloween".

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Bulletin Boards.
2. Calendars - retain symbol above calendar after the event has passed.
3. Songs for appropriate occasions.
4. Art activities - cutting, drawing and pasting.
5. Parties.
6. Marking birthdays on calendar - use birthday crowns for each child.
7. Book and record series on Holidays by Bowmar.
8. Finger plays.
9. Story books.
10. Flannelboard characters and symbols.
11. Use symbols to count with (e.g. hearts, clovers).
12. Paste pictures of the children on symbols for the month. Hide the pictures around the room and have the children find them.
13. POST TEST SS 51-095.03

POST TEST: SS 51-095.03 Ability to Relate Symbols of Special Occasions to the Occasion

MATERIALS:

Three picture cards:
1. Shamrock, Valentine's Day Heart, George Washington
2. Jack-o-Lantern, Pilgrim, Birthday Cake
3. Birthday Cake, Easter Bunny, Santa Claus

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table.

1. The examiner places card #1 on the table in front of the child and says, "Show me the one that goes with Valentine's Day".
2. He places card #2 in front of the child and says, "Show me the one that goes with Halloween".
3. He places card #3 in front of the child and says, "Show me the one that goes with Christmas".

SCORING:

The correct responses are as follows: 1) Heart, 2) Jack-o-Lantern and 3) Santa Claus. The child passes if he correctly responds to at least two of the three items. A response may be verbal or non-verbal.

LEARNING PACKAGE NUMBER: SS 51-100.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to recognize and identify members of the immediate family

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of family members, the child will be able to label each member when presented with a picture of the family.

SAMPLE TEST ITEMS: The teacher will present the child with a picture of a family, and pointing to each person in succession ask, "Who is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Songs: "How Many People Live at Your House" - _Singing Fun_
   "The Family"- _Music for Young Americans_
2. Family Names - display pictures of family groups.
3. Family scrapbook.
4. Drawing pictures to relate size.
5. Role playing (playhouse activities).
6. Puppets.
7. Songs.
8. Books on families: _The Three Bears_ and _Are You My Mother_.
9. Flannelboard.
10. Filmstrip - "Where Our Daddies Work".
11. POST TEST SS 51-100.03

POST TEST: SS 51-100.03 Ability to Recognize and Identify Members of the Immediate Family

MATERIALS:

One picture card (grandmother, grandfather, mother, father, son and daughter)

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at the table. The examiner will place the picture card on the table in front of the child, point to the father and ask, "Who is this?" If the child does not respond or responds incorrectly, the examiner will say, "This is the father. Now, tell me who this is" (pointing to the mother).

The examiner will proceed in the order: father, mother, grandmother, grandfather, son and daughter correcting the child only after the first one (father).

SCORING:

The child passes if he correctly identifies five of the six family members. A correct response is any response which indicates a possible relationship between the people depicted in the picture. For example, the boy could be identified as a son, grandson, or brother.

LEARNING PACKAGE NUMBER: SS 51-105.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to recognize and identify
school personnel

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of school personnel, the child will be able to match pictures of various school personnel with their job titles.

SAMPLE TEST ITEMS: The teacher will present the child with pictures of four different school personnel and ask, "Which one is the secretary?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Walk around the school. Tour school building to meet principal, secretary, custodian, librarian, nurse and have the children stop in their rooms.
2. Pantomime.
3. Game, "Who Am I".
4. Pictures.
5. Chart on school helpers.
6. Role playing.
7. Books: I Want to Be.
8. Poems: As in the poem "This is the House that Jack Built", use "This is the School We Go To - These are Our Helpers".
9. POST TEST SS 51-105.03

POST TEST: SS 51-105.03 Ability to Recognize and Identify School Personnel

MATERIALS:

Pictures of: Librarian
Secretary
Custodian
Principal

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places four pictures at a time on the table in front of the child and asks, "Which one is the secretary?" "Which one is the librarian?" "Which one is the custodian?"

SCORING:

The child passes if he correctly responds to each question.

LEARNING PACKAGE NUMBER: SS 51-110.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to recognize and identify community helpers

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of community helpers, when presented with pictures of community helpers, the child will verbally identify each of them.

SAMPLE TEST ITEMS: The teacher will present the child with pictures of community helpers and point to each in succession asking, "Who is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Field trips to: Police Department
   Fire Department
   Dairy (milk man)
   Post Office
   Newspaper
   Barber Shop
   Hospital
   Bookmobile
   Public Library

2. Resource Personnel: School Nurse
   Policeman
   Fireman
   Milkman
   Postman
   Dentist
   Nutritionist

3. Pictures - posters, charts and photographs.

4. Flannelboard figures.

5. Lotto community helpers.

6. Community helpers kit.

7. Drawing.

8. Role Playing.

9. Songs- refer to: The Little Singer
   Music for Young Americans
   Singing Fun

10. I Want to Be books.

11. POST TEST SS 51-110.03

POST TEST: SS 51-110.03 Ability to Recognize and Identify Community Helpers

MATERIALS:

Picture page containing pictures of:
- Policeman
- Fireman
- Nurse
- Doctor
- Mailman

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner presents the picture page to the child and, pointing to each in succession, asks, "Who is this?"

SCORING:

The child passes if he correctly identifies each of the pictures.

LEARNING PACKAGE NUMBER: SS 51-115.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to use rules that help keep us safe

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of rules that help keep us safe, the child will successfully complete three out of the four post test items.

SAMPLE TEST ITEMS: The teacher asks the child, "What should you do before you cross the street?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Posters and charts from A.A.A.
2. Filmstrips: Refer to Police Department, Fire Department, Libraries and local National Red Cross.
3. "Teaching About Safety Resource Units" and "What You Do" - from National Safety Council.
4. Resource personnel from Fire Department, Police Department, medical persons (e.g. school nurse).
5. Traffic safety - take children to traffic light and walk across.
6. Cut and paste pictures of traffic lights.
7. Game: "Green Light - Red Light".
8. Refer to Music for Young Americans.
9. Bring pictures of things not to touch - make collage. Display items (bottles, pills, matches, etc.) of things that can be dangerous.
10. Filmstrip on drugs for tots - refer to school library.
11. Imaginary bus trip to illustrate rules. Use bus driver as a resource person.
12. Discuss rules of school - playground safety.
13. Set up situations for discussion - use flannelboard, chalkboard.
14. POST TEST SS 51-115.03

POST TEST: SS 51-115.03 Ability to Use Rules That Help Keep Us Safe

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child the following questions:

1. "If there isn't a stoplight, what should you do before you cross the street?
2. What should you do if you find some matches?
3. What are the rules you should follow when walking down the hallway?
4. What are the rules you should follow on the bus?"

SCORING:

Credit (1) if child indicates he'll stop and look for cars before crossing.

Credit (2) if child indicates he'll give them to an adult or leave them alone.

Credit (3) if child indicates you should not run or push.

Credit (4) if child indicates you must remain in your seat.

The child passes if he receives credit for three out of the four items.

LEARNING PACKAGE NUMBER: SS 51-120.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to identify rivers, lakes
and mountains

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of rivers, lak
and mountains, the child will be able to
verbally identify each when shown a pictu
illustrating these items.

SAMPLE TEST ITEMS: The teacher will show a picture, point to the
mountain and ask, "What is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Sandbox model - build mountains
   - blue paper for river
   - mirror or foil for lake
2. Pictures.
3. Have child make clay models and forms. Use strips of blue paper for river and foil for lake.
4. Art activities - painting, drawing and pasting.
5. Follow the leader activity. Pantomime walk over river, lake and mountain.
6. Game: "Going on a Bear Hunt" - found in most fingerplay book
7. POST TEST SS 51-120.03

POST TEST: SS 51-120.03 Ability to Identify Rivers, Lakes and Mountains

MATERIALS:

Picture illustrating a mountain, a river and a lake.

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture on the table, points to the mountain and asks, "What is this?" He repeats for lake and river.

SCORING:

The child passes if he correctly responds to all three items.

LEARNING PACKAGE NUMBER: SS 51-125.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to name the city in which they live

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate that the child knows the name of the city in which he lives, he will correctly respond to the post test item.

SAMPLE TEST ITEMS: The teacher will ask, "What city do you live in?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Simple map - "This is Fargo" - include school, their house, a few streets. Use neighborhood - show bus route.
2. Roll call - ask name and city where they live.
3. Riddle.
4. Song "Fargo" to tune of "B-I-N-G-O".
5. Peabody chart for comparison of one town to another.
6. POST TEST SS 51-125.03

POST TEST: SS 51-125.03 Ability to Name the City in Which They Live

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child, "What city do you live in?"

SCORING:

The child passes if he correctly responds to the item.

LEARNING PACKAGE NUMBER: SS 51-130.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to identify the function of various types of stores

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of the facilities that distribute food, clothing and gasoline, the child will verbally identify the function of each business establishment. The child will successfully complete all post test items.

SAMPLE TEST ITEMS: The teacher will ask the child, "What do we buy at the gas station?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Peabody Kit.

2. Game - "My father ownsa grocery store". Refer to Learning About the World - "At the Clothing Store" - Allyn & Bacon, Inc.

3. Songs: "Going to the Grocery Store" and "The Clothing Store".

4. Play store.

5. Flannel board.

6. Field trip to stores or shopping center.

7. "What's Inside" puzzles.

8. POST TEST SS 51-130.03

POST TEST: SS 51-130.03 Ability to Identify the Function of Various Types of Stores

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child:

1. "Where do we buy gas?
2. Where do we buy food?
3. Where do we buy clothes?"

If the child responds 'store', it is permissible to ask, "What kind of store?"

SCORING:

Credit (1) if the child responds 'service station', 'gas station' or the name of a specific oil company (e.g. Standard Station).

Credit (2) if the child responds 'grocery store', 'food market', or the specific name of a local store.

Credit (3) if the child responds or indicates any store where clothes could be commonly purchased.

The child passes if he receives credit for all three items.

LEARNING PACKAGE NUMBER: SS 51-135.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to identify various types of housing

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate a knowledge of the various types of housing in a community, the child will identify and label a house, trailor house and apartment when presented with pictures of these three items and alternatives on all post test items.

SAMPLE TEST ITEMS: The teacher presents pictures of an apartment house, house, trailer house, grocery store and school. She then asks, "Which ones do people live in?" After identification, she points to them and asks, "What is this?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Peabody Kit.
2. Pictures.
3. Posters
4. Books: Let's Play House - Lenski
   Three Little Pigs
   I Know a Magic House - Schwartz
5. Drawings.
6. Songs.
7. Photographs plus discussion - bring pictures of their own houses.
8. Model house.
9. Field trip around city observing various types of housing.
10. Picture dictionary.
11. Filmstrips: kinds of houses and parts of a house.
12. The Littlest House - Bowmar Early Childhood Series.
13. POST TEST SS 51-135.03

POST TEST: SS 51-135.03 Ability to Identify Various Types of Housing

MATERIALS:

Picture page containing the following pictures:

1. House
2. Trailer House
3. Apartment House
4. School
5. Grocery Store

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner places the picture page on the table in front of the child and says:

1. "Point to the ones people live in."

2. The examiner points to the house, trailer house and apartment house (one at a time) and asks, "What is this?"

SCORING:

Credit (1) if the child points to each of the three correct responses and does not point to either of the incorrect responses.

Credit (2) if the child correctly labels the three items.

The child passes if he receives credit for both (1) and (2).

LEARNING PACKAGE NUMBER: SS 51-140.00

GENERAL CONTENT DESCRIPTION: Pre-School Social Experiences
Ability to identify the functions of various rooms in a house

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to identify the functions of various rooms in a house, when given the function of a room, the child will correctly identify each room being described.

SAMPLE TEST ITEM: The teacher will ask the child, "What room does your mother cook in?"

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Peabody Kit.
2. Dollhouse activities.
3. Cut out pictures of furniture from magazines and paste on cardboard.
4. Make dollhouses out of shoeboxes.
5. Make furniture out of clay.
6. Classification activities - sorting pictures.
7. Book: In a People's House.
8. The Littlest House - Bowmar Early Childhood Series.
9. POST TEST SS 51-140.03

POST TEST: SS 51-140.03 Ability to Identify the Functions of Various Rooms in a House

MATERIALS:

None

TESTING TECHNIQUE:

Only one child may be tested at a time. The examiner and the child are seated at a table. The examiner asks the child:

1. "What room does your mother cook in?"

2. "What room do you sleep in?"

3. "What room do you take a bath in?"

SCORING:

The child passes if he correctly responds to all three items.